DO STUDENTS BENEFIT FROM NORTH/SOUTH SCHOOL PARTNERSHIPS?

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Buckie High Students at Mawenzi: courtesy of Buckie High School

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Abstract

North/South partnerships have existed for many years between various types of organisations, including schools, hospitals and churches. This piece of research looks at seven partnerships between secondary schools in Tanzania and the UK and explores the forms that these links take in an attempt to evaluate their benefits, particularly to the students involved from both a Tanzanian and UK perspective. Indirect benefits to the schools and their wider communities have also been considered. Two schools whose partnerships are set up on a somewhat different basis are also studied to assess whether these produce different outcomes. This research points to the greatest benefit where partnerships are built on a strong foundation and aspects underpinning such relationships have been explored. All the partnerships are presented in the form of case studies, based on interviews with students and teachers at both partner schools.

The research reveals that South/North partnerships are of immense value to almost all the UK students who have travelled to Tanzania. Fewer Tanzanian students have the opportunity to travel to the UK, but those who do also benefit, though in slightly different ways. Additionally, the partnered schools and their wider communities are enriched, thus indirectly benefiting all the students in those schools.
## Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>BUILD</td>
<td>Building Understanding through International Links for Development</td>
</tr>
<tr>
<td>CYEC</td>
<td>Commonwealth Youth Exchange Council</td>
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<tr>
<td>DEA</td>
<td>Development Education Association (now called Think Global)</td>
</tr>
<tr>
<td>DEC</td>
<td>Development Education Centre. There are several of these across the UK and they come under the DEA umbrella (see above)</td>
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<tr>
<td>DEP</td>
<td>The Development Education Project</td>
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<tr>
<td>DERC</td>
<td>Development Education Resource Centre</td>
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<tr>
<td>DfES</td>
<td>Department for Education and Skills</td>
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<tr>
<td>DFID</td>
<td>Department for International Development</td>
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<tr>
<td>FGM</td>
<td>female genital mutilation</td>
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<tr>
<td>FUM</td>
<td>Friends of Urambo and Mwanhala</td>
</tr>
<tr>
<td>GLEAN</td>
<td>Global Learning Network South West</td>
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<tr>
<td>IDS</td>
<td>International Development through Sport</td>
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<tr>
<td>IMF</td>
<td>International Monetary Fund</td>
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<tr>
<td>IoE</td>
<td>Institute of Education, University of London</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goal</td>
</tr>
<tr>
<td>NFER</td>
<td>National Foundation for Educational Research</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-governmental Organisation</td>
</tr>
<tr>
<td>OSDE</td>
<td>Open Spaces for Dialogue and Enquiry</td>
</tr>
<tr>
<td>OFSTED</td>
<td>Office for Standards in Education, Children’s Services and Skills</td>
</tr>
<tr>
<td>PEDP/SEDP</td>
<td>Primary/Secondary Education Development Plan</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Name</td>
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<tr>
<td>RESCOPE</td>
<td>Regional Schools and Colleges Permaculture (<a href="http://www.seedingschools.org">www.seedingschools.org</a>)</td>
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<tr>
<td>RISC</td>
<td>Reading International Solidarity Centre</td>
</tr>
<tr>
<td>SACMEQ</td>
<td>Southern and Eastern African Consortium for Measuring Educational Quality</td>
</tr>
<tr>
<td>TANU</td>
<td>Tanganyika African National Union</td>
</tr>
<tr>
<td>UKOWLA</td>
<td>United Kingdom One World Linking Association</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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<tr>
<td>VSO</td>
<td>Volunteer Service Overseas</td>
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Preface and Acknowledgements

In 2011, I found myself involved, almost by chance, with the setting up of an international school partnership between an English secondary school and a Tanzanian one. I identified a school in Mbulu, Tanzania, a town I knew from childhood days, and accompanied a teacher from the English school to Mbulu on a reconnaissance trip. After all, a school partnership has to be a good thing for all concerned, surely? However, the more I thought about it, the more I wondered how real the benefits were, especially for the Tanzanian side.

This was the motivation behind the research for this dissertation; to ascertain whether students, teachers and schools do reap real rewards from the partnerships. The limitations of a Masters dissertation make it impossible to come to universal conclusions: for this reason I limited my research to secondary school partnerships between Tanzania and the UK and have concentrated largely, though not exclusively, on the students. Even within these limits, the differences between every partnership in the way it has been set up and administered make analysis extremely challenging and the journey of discovery fascinating and illuminating.

I have also been intrigued to follow developments in education: in England, global education became a catchword for a while and made school partnerships much more important; Tanzania, the country of my birth, has its own set of historical factors, which make its educational system different from any other.

In my research I have been helped by a large number of people: in fact, I have been overwhelmed by the kindness of so many people who have been so generous with their time, sometimes also food and accommodation.

First of all I would like to thank my supervisor, Richard Carver, for keeping me on the straight and narrow. From the schools I visited I would like to thank: at Acklam Grange School, Peter and Diane Swan and Lisa Connor and students Stephanie, Lalieha, James, Heather, Chloe, Lauren, Joe, Tom, Lorna, Sophie, Adella and their parents; at Aston Academy, Andy Hodgkins and Lindsey Burgin and students Andy, Luke, Kennedy, Jade, Phil, Emma and Becky; for Makunduchi Secondary my thanks to Alison Leonard for her help; at Buckie High School, Karin Flett, Lindsay Knight, Jean Reid, Janice Simpson, Jane Stewart,
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David Strachan and Moira Taylor and students Craig, Eden, Liam, Jack and Rebecca; at Mawenzi Secondary Grace Mduma, Marcia Mshana, Suleiman, Lena, Angela and Charity and students Suzanne, Christina, Stanford, Pascal, Kelvin, Fadya, Mohamed and Niamina; at Cranbrook School, Rod Smith, Jo Taylor and Ryan Macdonald and students Ciara, Jack, Hannah, Alex, Jess, Emma, Phoebe, Hugo, Ben and Lucy; at Ellesmere Port Roman Catholic School, David Gregson, Moya O’Kane and Kirsty Adkins; at Noonkodin Secondary, Grosper Mollel, Kephas Ndiamasi, Gemma Burford, Janine Fitzgerald and Lengai and students Josephine, Wilson, Ndini and Mpanda; at Radley College, Mark Jewell and students Will, Gus, Jack and Alex; at Gehandu Secondary, Leokadia Maydi, Gadiel Bei, Paulo Maysho and Daniel Muslur; at Stantonbury Campus, Hilary Ryan and her daughter Claire, Nick Higgins and students Lucy, Maddie, Charlotte, James, Martyn, Genevieve, Candice, Lucy, Amina and Sophie; at Iringa Girls School, Asmat Mchome and students Trifa, Neema, Lulu and Marietta; at St. Mary’s Roman Catholic School, Christopher Park and Sarah Stanbridge and students Gemma, Amy, Britanny, Robyn, Henry, Amy, Alison, Tom, Callum, Georgia and Beth; at Mtapika Secondary, Amina Nachingulu and Said Maridadi; at William Howard Academy, Ellen Mothersdale, Judy Rimmer, Fiona Kirton and Liz Wannop and students Becca, Emily and Jake; at Uru Secondary, Mansweth Mauki and Jovita, Febronia, Mansweth, Henry and Emmanuel and students Khadija, Happyness, Hussein and Baracka. In addition I would like to thank John Clark from Eton College and David and Jan Townend who have been tremendously supportive. Pages 3 and 4 of the data acquisition table detail all the other people who have helped me in some way and I am very grateful to all of them.

Thank you to my brother Chris for the initial idea and for proof-reading. Special thanks as ever go to James for all his support and help over the last eighteen months.
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**Introduction:**

**Research Aims and Objectives**

School partnerships between the UK and the global south have been in existence for a number of years: many of the earlier ones comprised groups of British students travelling to the southern partner school and ‘doing good’ there. Reciprocal visits by students from the southern school were comparatively rare, although visits by staff members did take place. It was not uncommon to hear statements reflecting the point of view that it was a bad idea for southern students to travel to the global north, because they would see things that they could never have.

There has been a sea change, however, in the last two decades. The UK government has actively encouraged school partnerships and helped with funding and there has also been a drive to make global issues part of the curriculum with, among other things, the introduction of citizenship as a school subject. Alongside this, there has been a growing awareness of the need for equality in school partnerships, even if the partnerships are asymmetrical, and there has been more concern for the effect of the partnership on the southern school.

DfID alone claims to have supported 3,750 school partnerships with the global south over the last ten years or so. This means a very large number of students must have been involved in school partnerships: it seems reasonable, therefore, to take a step back and consider what benefits, if any, these partnerships bring to the students. There has always been a general assumption in the past that these school partnerships must be extremely beneficial for students. Increasingly, however, people have begun to question how real these benefits are, especially for the students in the global south. I have concentrated mainly on the students themselves and the direct benefits to them but have also looked, where possible, at the wider implications of school partnerships, how they affect teachers, the school itself and the community around the school, which can be seen as indirect benefits.
Scope and Focus

It was necessary, due to the limitations of time and finance, to restrict the number of school partnerships studied. There were several ways I could have done this: I chose to limit myself to one southern country, Tanzania, one northern country, the UK, and one age group, secondary students. In this way, I could observe the impact on students coming from a similar historical context and where the possibility of student travel to the partner country existed - primary students do not participate in exchanges, although their teachers often do. Although the data set was constrained in this way, many features of the schools in the set have proved to be very different; the backgrounds of the schools, the length of the partnership and so on. This has thrown up some interesting and unexpected findings.

Structure

This dissertation is divided into six chapters. Chapter one relates to the methodology used to conduct the research, both in the UK and in Tanzania: this is followed, in chapter two, by a literature review. Chapter three covers the education system in Tanzania, whilst chapter four explains the changes to the education system in the UK which relate to school partnerships, global education and global citizenship. Both these chapters are essential for the understanding of the context in which the school partnerships work, how these might affect the needs of the students and therefore where the students might benefit from the link.

Chapter five presents the case studies conducted for this research; seven of these are case studies of UK secondary schools who are partnered with a Tanzanian secondary school. Also included, for contrast, are two UK schools which have a partnership with a region rather than a particular Tanzanian school. A map showing the schools’ locations in both countries appears at the end of the chapter; practical data on the schools case-studied can be found in Appendix A.

Chapter six captures the benefits I perceive the students to have gained. It is hoped this piece of work will be of use to the other researchers who are working in this field and will add to the growing body of knowledge in this area.
Chapter One: Research Methods

Field Work

For this dissertation I have used a case-study approach, with data collected mainly through semi-structured interviews. Questionnaires sent to a large number of schools would have been unlikely to yield good data: indeed Dr. Edge in her report for IoE (Institute of Education, University of London) (Edge, 2009), outlines the difficulties in getting responses this way from both UK and southern schools: their ‘very low response rate’ meant that their data was not ‘statistically significant.’ Nor would highly structured interviews have elicited the depth of response that I required, and indeed received, as the experiences of interviewees differed so widely. A broader perspective was obtained through discussions with other professionals involved with partnerships and global education. Appendix B provides full details of all data acquisition.

Ideally, a random selection of a sufficient number of partnerships would have made it possible to arrive at statistically significant conclusions. In practice, the selection of partnerships for case studies was determined by a set of very real limitations. Whilst travel in the UK is relatively easy to organise, Tanzania is considerably larger and schools with partnerships are not conveniently grouped for access. Considering it essential to investigate the partnerships from both the Tanzanian and the UK perspective, I decided to limit my research to secondary schools where I could, as far as possible, visit both partnered schools. My major field trip necessitated just under 3,000 kilometres of driving in Tanzania to reach the selected schools; even so, geographical and financial constraints meant that I could not visit two of the partner schools studied - Makunduchi Secondary in Zanzibar and Mtapika School in the far south of Tanzania. However, I am indebted to Alison Leonard for the use of her transcripts of interviews with Makunduchi Secondary School and I was also able to interview the head and deputy head teachers of Mtapika Secondary School while they were in the UK.

In the summer and autumn terms of 2011, I visited the UK secondary schools involved in partnerships with secondary schools in Tanzania to interview the students and staff involved with the link. Where UK students were going to Tanzania in the summer of 2011, I conducted before and after interviews to gauge, if possible, the impact of the trip. In
January and February 2012, I interviewed staff and students from six of the partner schools in Tanzania. Here I was not able to dictate whom I saw, but usually I was able to speak to the head teacher, to the partnership co-ordinator/partnership committee, where such existed, and to a group of students.

The main thrust of my questions was to establish what benefits students felt that they derived from the link and what benefits they perceived the students from their partner school gained. With the staff, I attempted to ascertain their perceptions of the benefits to the students (both those who travelled and those who stayed at home) and to the schools, as well as to establish whether the partnership had any effect on the wider community around the school.

I included visits to two schools in the UK which have somewhat different partnerships. Both schools organise trips to Tanzania but do not have reciprocal visits from students. The schools are both, I believe, very interesting as a comparison. One partnership has been in existence for a long time and is based on the more traditional idea of gifts and ‘good works’; the other does not attempt to single out one particular school although the associated trust does sponsor children from two of the schools. I was able to visit, briefly, one of the latter schools.

As I realised that I would have to understand something about Global Citizenship and Global Education in UK secondary schools today, my field of research widened. This led me into a fascinating area of research and to interviews with a wide range of people involved with global education. I attended a school partnerships workshop run by Global Thinking; I conducted phone interviews with as many organisations as I could which are involved in the support of school partnerships, including Plan UK, CYEC, DFID Tanzania and UNESCO. Initially these interviews necessarily were reasonably unstructured, as I wanted to gain as many different viewpoints as I could; later on, I was able to refine my questions to areas relevant to school partnerships.

**Qualitative Research**

The data collected during the field work is qualitative and has defied all attempts to quantify it. This is partly due to the limited number of case studies included in this dissertation, but
also to the nature of the partnerships, which differ so widely from each other. I used the following methods to ensure objectivity:

- The use of open rather than closed questions
- The use of mirror questions: the same questions in both partner schools
- Taping of interviews to record responses accurately and allow a thoughtful review of each session
- Wide reading of overlapping research
- Careful consideration of context, in particular the Tanzanian educational system and the move to global citizenship in UK education.

When the interviews were completed, I collated and analysed the benefits that had been mentioned and grouped them as far as possible into categories, conscious all the while that the subtle differences between these benefits should not be underestimated. These are presented in Tables 1 and 2 and form the basis of my conclusion.

**Limitations and Ethical Considerations**

I am aware of the limitations that my method of field research in Tanzania has imposed. In order to speak to students and staff at as many partner schools as possible, I had to limit my time at each school and was dependent on the goodwill of those with whom I was in touch. In several cases, contact was difficult to establish with the co-ordinator or head teacher in Tanzania, as internet access is expensive and many do not check their emails regularly: it must be said that in all cases, I met with a great deal of goodwill and a willingness to help a total stranger. However, although I requested to speak to link co-ordinators and exchange students, this was not always possible. The setting was not of my choice either; interviews always took place in either the head teacher’s room or the staff room, occasionally with the head teacher present. I was not sure how well briefed, if at all, some students were as to why they had been asked to talk to me which meant that some students were quite inhibited. The interviews were conducted in English: although English is the medium of instruction in secondary schools in Tanzania, for many students it is their third language and they may not have been able to express themselves as they would have liked. I used a very small tape recorder to record most of the interviews; I am aware that this may have caused...
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concern to some, although my view is that it did not make a big difference. One school, in fact, has requested a copy of their recorded interview. There were times where I would have preferred to ask more probing questions: however, my position as guest and the limitations on my time made it impossible for me to do so.

Critical Reflection

When I embarked on this dissertation, I had no idea of the directions it would take me. I have enjoyed immensely the journey that I have undertaken and have learned a great deal. At the beginning, I followed every lead and went down many paths, all of them interesting, before narrowing my research to the areas which I felt were relevant to this topic. I explored partnerships with different southern countries; I looked at now defunct partnerships with Tanzania. I delved into the world of secondary education in the UK; I tried to understand what it must be like to be a Tanzanian secondary student today.

As a white, middle-class woman, albeit born in Tanzania, it is impossible for me to be totally objective about the information gathered. In both the UK and in Tanzania, I visited schools for a comparatively short time, as a stranger: I was warmly received everywhere but inevitably my accent, my age and the colour of my skin would have had some bearing on how people reacted to me. I am particularly aware that Tanzanians are in general extremely polite and unwilling to openly criticise.

However, whilst acknowledging all the limitations above, I feel that the results of face-to-face interviews, together with the other information I have gathered will be of interest to others working in this area and could lead to further research. Although difficult to execute, a longitudinal study of the effects on students would be of immense interest, as would also a study of the effect of the Tanzanians’ visits on the UK communities, especially those communities which have limited ethnic mix.
Chapter Two: Literature Review

The diverse strands of this dissertation have required research into very different areas of literature. These are Tanzanian education, global education in the UK and school partnerships.

Tanzanian Education

UWEZO’s Tanzanian report (UWEZO, 2011) is a significant document for the understanding of the present education system in Tanzania from a southern point of view. The UWEZO (‘capability’ in Kiswahili) initiative very deliberately sets out to study not facilities or resources but ‘the basic ability to read and count’ and has discovered that, in spite of all the money spent on classrooms over the past few years, ‘schooling is not translating into learning’. It concludes that ‘it is no longer enough for children to go to school, it is equally important that these children receive education that will change their lives for the better’. Quality has to be addressed as well as expansion of facilities. This is a bold document in a country where criticism of the government is generally muted.

Global Education UK

The UK government’s initiatives with regard to global education and citizenship are outlined in Chapter Four. Two leading articles in Douglas Bourn’s book on Development Education (Bourn, 2008) analyse and critically review these initiatives. Alison Leonard’s article (Leonard, 2008) questions the assumption that partnerships inevitably bring benefits: ‘It is dangerous to infer that laudable outcomes will always emerge from the school linking process’ (p. 66). She points out that the terminology used needs clarification: the word ‘partner’, for instance, implies equality and finding equality is perhaps the hardest part of the partnership. Recognising that asymmetry in a partnership does not necessarily mean inequality is an important part of the linking process. However, she underlines the difficulty of carrying out long-term research into partnerships, particularly in the Southern country, where interviewees might be unwilling to voice criticism of a school which is supporting them financially.

Both Leonard and Vanessa Andreotti (Andreotti, 2008) take exception to the Government’s stated aim that it would like ‘all schools to be models of good global citizenship, enriching
their education mission with activities that improve the lives of people living in other parts of the world.’ There is a great danger of creating a new form of colonialism. Andreotti analyses the DfES (Department for Education and Skills) paper *Developing a global dimension in the school curriculum* (DfES, 2000 revised 2005) from a post-colonial stance, accusing the government of ‘empowering individuals to act according to what has been defined for them as development, or a good life or ideal world.’ It ‘tends to reproduce assumptions of cultural supremacy in implicit and/or explicit ways’ and does not encourage critical reflection on unequal power relations or the history of colonialism. She states that being a ‘global citizen’ in itself is one-sided: very few southern students have the chance to travel and northern laws and restrictions make any travel or sojourn in the north extremely difficult. In her view the government guidelines mean a denial of our colonial past and our implication in the causes of poverty. In her critique on the Make Poverty History Campaign, *Soft Versus Critical Global Citizenship Education*, Andreotti (Andreotti, 2006) points out the differences between ‘soft’ and ‘critical’ citizenship education: for the former, the problem is seen as helpless poverty and change needs to be imposed from the outside to the inside; for the latter the problem is inequality and injustice and change needs to happen from the inside to the outside. The soft approach encourages global citizens to act to give everyone the chance of a ‘good life’ as defined by northern standards, whereas ‘critical’ citizens are more likely to reflect and take responsibility for their own actions. ‘Soft’ citizenship is certainly better in her view than no citizenship at all, but it is limited in its scope and can potentially reinforce the very beliefs and practices that the government is trying to break down. Disney (Disney, 2003) too, in her impassioned plea for global citizenship to be included in the geographical curriculum, states: ‘Central to the concept of global citizenship is a commitment to the idea of personal reflection and critical thinking processes which need to be informed by accurate information about the world’.

**School Partnerships**

Although some North/South school partnerships have been in existence for many years, research into their influence has only been conducted comparatively recently. Following a major government initiative to encourage UK schools into partnerships, DfID commissioned a series of reports from IoE, led by Dr. Karen Edge. A major three-year study, *The Influence of North South School Partnerships*, (Edge, 2009) examines UK/South partnerships
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throughout the world and explores the influence of partnerships on teachers and students before going on to identify the key elements in what are called High Momentum Partnerships. In the section of the report related to this piece of research, secondary schools in Africa, the report states that partnerships as used ‘as a strategy for enhancing student learning about global issues and knowledge about the partner country’ and that ‘the exchange trips to Britain facilitate significant learning about other cultures.’ Students learn to challenge stereotypes and understand the similarities as well as the differences between two cultures. Relating to student skills, the development of literacy and English skills is highlighted as well as learning new subjects. Importantly the influence on student enjoyment is also explored: students enjoy teaching each other games, telling jokes and making friends.

The first year report highlighted the struggle to receive responses to questionnaires emailed or mailed to schools: the final report was based on a mere 55 school partnerships in five African (including Tanzania) and three Asian countries. The difficulty in collating such diverse information is also mentioned: there is a reference to data-gathering tools although what these tools were is not specified.

IoE was also commissioned by the British Council to look into partnered schools involved in their Connecting Classrooms programme (Edge, 2010b) and by the NGO Plan UK to investigate the school partnerships which Plan administered (Edge, 2011). In these reports, the concept of High Momentum Partnerships is developed further. High Momentum Partnerships are characterised by:

- communication
- leadership
- international exchange visits
- mutual and shared collaborative work
- goals and objectives

These characteristics are present in some form in all good partnerships.
Disney (2003) believes that schools can benefit from a link but warns: ‘Problems arise if the link has been initiated and set up by a UK school to meet its own agenda in terms of its curriculum needs and the partner school has not had an opportunity to negotiate its own focus’.

Leonard’s present focus is on the Aston/Makunduchi partnership from the Tanzanian point of view, (Leonard, 2012). Whilst this research is not complete, her early stage analysis explores among other things the issue of inequality. Even though the respondents to her questions were grateful for benefits to their school, in reality ‘globalisation does often promote Western values as desirable’. She advocates the adoption of OSDE (Open Spaces for Dialogue and Enquiry) ideals in order to encourage ‘deep’ learning, quoting from the OSDE website that ‘different modes of thinking may help learners see themselves as integral to the picture they are trying to change (part of the problem and the solution)’
Chapter Three: Education in Tanzania

Historical Overview

Before independence, the education system in Tanzania consisted of three totally different, racially segregated systems – European, Asian and African. In the inter-war period, only 3% of total enrolment beyond primary level was African and the ten-year plan of 1950 aimed to raise primary school enrolment to a mere 36%. The colonial government recognised that some Africans were needed to work on the lower rungs of the government ladder but, when Tanzania gained independence in 1961 and TANU (Tanganyika African National Union) came to power, there were very few Africans in positions of authority and government run African schools had declined to only 4% at this stage, the rest being missionary assisted and native authority sector schools.

Julius Kambarage Nyerere, the first President of Tanzania and an ardent socialist, abolished racial segregation in schools and poured money into education – at times up to 20% of the budget. UPE (Universal Primary Education) was introduced in 1977 and primary student enrolment increased rapidly. In his policy of Education for Self Reliance (Nyerere, 1967), he recognised that many children would not progress beyond primary school, so he introduced a school starting age of seven so that, when students left at fourteen, they would be old enough to understand and use what they had learned and he ensured that the content of education was made more relevant to Tanzanians. He was responsible during his presidency for bringing primary enrolment up to 97% (with a completion rate at primary
level of around 70%) and for a reduction of illiteracy from 90% to 20%. Enrolment in secondary schooling tripled up to 1976, although it declined somewhat after that, and students in higher education also increased, most of these going to Tanzanian universities. Unfortunately, the increase in the number of students was not accompanied by an increase in textbooks and teacher training – there was just not enough money to go round. Nyerere also strengthened the unity of the country with one lingua franca, Kiswahili, which was introduced as the medium of education in government primary schools. In order to ensure that Kiswahili was truly the national language, teachers and head teachers were, and still are, moved around the country away from their ethnic areas. Inevitably this means that many teachers are unhappy with their posting and lack involvement in their school.

At about the time Nyerere stepped down as President in 1985, the IMF and World Bank introduced stringent loan repayment conditions which resulted in the reintroduction of school fees, forcing many poor parents to withdraw their children or not enrol them at all. Primary enrolment numbers fell from a peak of 97% to approximately 71% in 1988. Expenditure on education became a much smaller part of the government budget: for poor Tanzanians, as for poor Africans all over sub-Saharan Africa, this was a lean time. Per capita debt was higher than GNP per capita. A report by Oxfam (Oxfam, 1998) concluded that 2.2 million children in Tanzania were not in education and that illiteracy was rising by 2% a year. One of the reasons given was the cost of schooling - not just fees, but payments to teachers, books, uniforms and so on. Oxfam was also concerned by ‘the nature of the experience.’ In many villages, school buildings had fallen into a state of extreme disrepair; a classroom could serve 100 children, none of whom had books and many of whom did not have a chair to sit on. They also reported average exam pass rates of 15% with 10% of students scoring 0 in maths.

The second of the eight MDGs (Millennium Development Goals) is the achievement of universal primary education by 2015. In 2001, Tanzania again abolished school fees at primary level and enrolments, having dropped as low as 57% in 2000, rose rapidly. However, although fees were abolished, other charges were not and parents still had to pay for uniforms, text books and so on (Wedgwood, 2005). Nevertheless, in 2010 (UNDP), Tanzania received an award for achieving universal primary education well before schedule
as well as a commendation from the Global Campaign for Education for the steps it has been taking to deliver education to all Tanzanians.

Around 2002, with the significant increase in the numbers of students in primary education, the government started a mass secondary school building scheme, with the aim of building one secondary school in each ward. However, spending on secondary education, according to 2003 figures from the SACMEQ II Project (Mrutu, 2005) was 8 % of the education budget, in contrast to 66 % for primary and 21 % on tertiary with only 2 % spent on teacher training.

The terrible truth is that many Tanzanian children are leaving school barely literate. UWEZO is a four-year initiative across three East African countries, Tanzania, Uganda and Kenya, to measure whether children are actually learning (UWEZO, 2011). Their second report on Tanzania appeared in October 2011 and it makes sober reading. What they have found is that ‘in Tanzania, implementation of both PEDP (Primary Education Development Plan) and SEDP (Secondary Education Development Plan) has focused on access at the expense of quality issues.’ In other words, the expenditure on building has not been matched by expenditure on either teachers or teaching materials.

UWEZO’s measures of Kiswahili, English and numeracy competency produced very disappointing results (though these varied widely from region to region and between urban and rural) and there is also comment on the high absenteeism among teachers. Many of these new schools are called community schools, which means that the government input is tiny: almost all the money comes from the community.

The Main Stages in the Education System

School is compulsory from the age of seven, although some children attend pre-primary for two years before that. The medium of instruction is Kiswahili. Primary education lasts seven years and in theory is free (see above). Nevertheless, almost all of Tanzania’s primary-age children attend school and Tanzania has the highest percentage of primary children at school in East Africa.

The same cannot be said for secondary education, as many students do not go on to secondary education (only around twenty percent). Secondary education is split into two
parts: forms 1 to 4, which take students to the equivalent of the old English ‘O’ Level and then Forms 5 and 6, which take students to ‘A’ Level. The medium of instruction is supposed to be English although in practice many teachers use Kiswahili. Major national exams are taken country-wide after Forms 2, 4 and 6: the results are published on the internet but, as very few schools have internet access (certainly outside major cities), students have to wait for the paper results to be sent to their school, some four months after taking the exam.

The government insists that schools build laboratories, yet there is no equipment and appallingly few science teachers. Without exception, everyone in education stated the need for more science teachers – and English teachers. English is the medium of instruction at secondary school, so students have to attempt to understand their lessons in what is often their third language, taught by teachers whose level of English is also poor, in classes that often number 50 to 80 students. There is often not enough furniture to go round and students share both desks and chairs. They are highly unlikely to have books: they are lucky if the teacher has a book to work from.

**The Kiswahili/English debate**

During Nyerere’s time, Kiswahili was introduced as the medium of tuition in primary schools but English remained, and remains, the medium of instruction at secondary level which means that most students moving to secondary school effectively lose one or two years while they learn enough English to continue. Ambitious Tanzanian parents send their children to private primary schools where the medium of tuition is English so that they have a head start at secondary school. Nevertheless, students are only as good as their teachers and the level of English among teachers is generally poor. There is a perception in East Africa that an educated person can speak English. In Kenya and Uganda, English is used throughout the school system; consequently Kenyans and Ugandans, in general, speak much better English than Tanzanians and look down somewhat on the Tanzanians because of their poorer English skills. Rwanda and Burundi, originally francophone countries, have recently adopted English as their lingua franca. If Tanzanian students wish to study outside Tanzania, they certainly need to be able to study in English.
Whilst I was in Tanzania in early 2012, a newspaper report appeared in the Tanzanian Guardian, stating a proposed move to Kiswahili as the medium of instruction for secondary schools: the article stated that universities would continue to function in English. This would mean producing books and materials in Kiswahili for Forms 1-6. Most of the people I spoke to, however, considered this an unlikely move, if only because of the cost of producing these materials. Many Tanzanian educationalists I have spoken to feel the need to compete more equally with their East African neighbours especially with the move to greater economic unity with the East African Community, established in 2000 between Tanzania, Kenya and Uganda and joined in 2007 by Rwanda and Burundi. The stated aims and objectives of the Community are the ‘widening and deepening co-operation among the Partner States in, among others, political, economic and social fields for their mutual benefit . . . . (to) ultimately become a Political Federation of the East African States.’ With these aims, it is hard to believe that Tanzania could revert to Kiswahili. One thing is clear though: the jump from one language to another half way through their education is damaging Tanzania’s schoolchildren and needs to be changed.

Figure 2: Newspaper article – 3rd February 2012
Chapter Four: Citizenship and the Global Dimension in the UK

‘Take every penny you have set aside in aid for Tanzania and spend it in the UK explaining to people the facts and causes of poverty’. Julius Nyerere

Government Initiatives

The Crick Report of 1998 (Crick, 1998) aimed to change ‘the political culture of this country . . . for people to think for themselves as active citizens . . . ’ (p.7) The Labour Government took up this challenge to make education in the UK more global with a series of papers.

In 2000, DfES brought out Curriculum and Standards, Guidance: Developing a global dimension in the school curriculum (DfES, 2000 revised 2005). Citizenship was introduced as a statutory subject at secondary level in 2002. In 2004 the then Minister for Education, Charles Clarke, launched Putting the World into World-Class Education (DfES, 2004) and, among other things, schools were strongly encouraged to form a school partnership, preferably, but not only, an international one. In 2007 the DEP (Development Education Project) published a handbook entitled Teaching the Global Dimension, designed for those involved in teacher training, which identifies eight broad subjects to address: Human Rights; Values and Perceptions; Conflict Resolution; Global Citizenship; Interdependence; Social Justice; Diversity and Sustainable Development. Lord Goldsmith’s review on citizenship in 2008 (Goldsmith, 2008) recommended that ‘citizenship education has to be active throughout, consisting in learning through doing’ in order to ‘enhance our sense of shared belonging along all stages of a citizen’s journey through life’.

There are a bewildering number of publications available for teachers (and students) to help them with partnerships. DFID (Department for International Development) has produced several booklets, including The World Classroom – Developing Global Partnerships in Education (for teachers) (DfID, 2007) and also funded Change Your School for Good (GLEAN, 2007) with case studies of successful school partnerships. Other organisations have also created resources for teachers to use in classrooms: the NGO African Initiatives, for instance, has produced the Go Global Toolkit and RISC (Reading International Solidarity Centre), the DEC (Development Education Centre) in Reading has produced a number of
titles, including How do we know it’s Working? (Allum, 2008), which is described as ‘a toolkit for measuring attitudinal change in global citizenship’.

DfID funds the Global School Partnership scheme, providing grants and giving curriculum project support. DfID’s stated aim is to ‘build a more direct relationship with young people themselves in order to raise awareness about development and highlight the work organisations do to combat (my italics) global issues’. The benefits for the students are perceived to be ‘to develop the skills they need to become responsible citizens (and) by emphasising the genuine two-way exchange . . . . each benefits from the practice of working and learning together’. Global Thinking, on behalf of the government, run workshops for teachers in very new partnerships, or who are still looking for partnerships, to help them establish their partnerships on a secure footing.

The use of the word ‘combat’ above is interesting, implying that all global issues are problems. There is an underlying sense in these government publications that we in the so-called ‘developed’ world have the power and the responsibility to deal with problems in the ‘developing’ world from our position of superiority.

Recent Developments
Up to 2011, Ofsted’s guidelines to inspectors on community cohesion read: ‘By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.’ Schools are responsible for ‘equipping (students) to live and thrive alongside people from many different backgrounds.’ An outstanding school would show that ‘The pupils’ involvement in the school and their interaction in the wider community are substantial and highly valued.’

However, the draft guidelines for 2012 are less clear about the importance of community cohesion: ‘Other, broader aspects of achievement, such as is reflected in the spiritual, moral, social and cultural development of pupils, should be observed and taken into account when reporting on the overall effectiveness of the school’ and students should ‘understand
and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.’

On application to the Ofsted office for clarification, I received the reply: ‘In some respects there is likely to be less scrutiny of community cohesion and citizenship in inspections from January 2012. For example, inspectors will no longer make a separate judgement on how successfully schools promote community cohesion as a part of every inspection. . . . . Individual inspectors will consider how much to focus on either area.’ (O'Malley) In other words, the global dimension has slipped down the list of priorities unless a particular inspector chooses to focus on this.

Yet an impact evaluation report from NFER (National Foundation for Educational Research) on Global School Partnerships (NFER, 2011), commissioned by DfID, concludes that global school partnerships made a significant difference to pupils’ understanding of global issues. Not surprisingly, more understanding was evident where partnerships were embedded; secondary school students, although often a smaller percentage of the school, were more likely to have visited their partner school and therefore the impact was often deeper.

**NGOs and Other Civil Organisations**

These are some of the organisations who are involved in global education matters.

**Oxfam:** Oxfam’s Education department has long been involved in providing resources and speakers for schools; more recently there has been a drive to promote global citizenship. In 2006, they produced *Education for Global Citizenship: A Guide for Schools* (Oxfam, 2006) and, in 2007, a Global Citizenship booklet entitled *Building Successful School Partnerships* (Oxfam, 2007a).

In the same year Oxfam, in conjunction with DFID and Leeds DEC, published produced *Educating for a Global Future* (Oxfam, 2007b), designed to help teachers to deliver the ‘global dimension’ in the classroom.

Oxfam describes the key elements of Global Citizenship development as:
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- knowledge and understanding (of such issues as social justice, diversity, sustainable development etc.)
- skills (such as critical thinking, conflict resolution etc.)
- values and attitudes (empathy, belief that people can make a difference etc.)

**Plan UK**, long involved with education issues, commissioned an internal report in 2006 into school partnerships. At present, they have a programme running to link 330 UK schools with 330 schools in China, Kenya, Malawi and Sierra Leone. The IoE was asked to carry out a three-year (2007-2010) impact assessment of the programme to gauge its validity (Edge, 2011). The final report concentrated on 40 schools where good practice was seen to be having a positive effect, so that the programme could learn from this, identifying leadership, communication, collaboration, school exchanges and whole-school integration as the most important elements.

**UKOWLA** (United Kingdom One World Linking Association) asserts that it ‘is committed to supporting mutually beneficial partnership links between communities in the UK and in other parts of the world.’ It has a comprehensive Toolkit of Good Practice available online for free, which many interviewees have cited as being very valuable.

**DECs** (Development Education Centres). There are several DECs across the country, some of which are much livelier than others. They support local schools in their endeavours to bring citizenship and global understanding to their students. Most of these DECs come together under an umbrella organisation - Think Global. The Cambridge DEC was disbanded but four of its former employees have started their own charity, Global Thinking: among other things they act as consultants delivering Global School Partnerships seminars (see above).

**BBC World Class:** BBC World Class works in partnership with the British Council to give support and resources to teachers and students involved in partnerships.

**Cambridge Education Foundation** is one of the consortium partners (British Council, VSO and UKOWLA) which manage DFID’s Global School Partnerships programme. CEF also works with BBC World Class supporting schools across the world to form ‘learning’
partnerships. According to Director Angela Cook, their particular focus is professional development for those involved in the partnership.

**Funding Bodies**

**The British Council:** The British Council runs the Global School Partnership programme for DFID: unfortunately, I was unable to talk to anyone at the British Council office in the UK about the programme. The British Council has a Global Gateway website, recently renamed Schools Online, which UK schools can access once they have registered (this is free). The website claims to have over 40,000 registered schools which are looking for partners. The website also has a great deal of information on how to start and run a successful partnership.

The British Council has provided grants to many of the schools I have visited and these grants have been an important part of the funding for the partnerships. The Reciprocal Visit Grant has enabled Tanzanian staff to come to the UK school. The website also claims that Local Authority Grants are available to support partnerships, although these were not mentioned in interviews. St. Mary’s in Lugwardine has also had a Curriculum Grant, which has enabled the two partner schools to carry out joint curriculum based projects. Both these grants are being phased out in 2012. The website now only promotes the Connecting Classrooms grant of £1,500 which is to facilitate joint projects. There are other schemes, but these are oriented towards partnerships within Europe not the Global South. In response to my enquiry about the Reciprocal Visit Grant I received an email reply stating: 

_‘The Global School Partnership programme is coming to an end in March 2012 . . . . Any schools currently undertaking a Global Curriculum Project will continue to be supported through the programme. At this moment in time there is no programme set to replace the GSP programme, however, we are hopeful that there will be in the near future.’_ (Moser)

There is a small grant available to enable teachers from budding partnerships to attend a workshop on how to run a successful partnership and similar workshops are run in the partners’ countries. These emphasise the benefits of the relationship and how to make the partnership as equal as possible.
In July 2011 Andrew Mitchell, Secretary of State for International Development, stated that DFID’s ‘excellent work on school linking will continue’; that further announcements would appear in due course and that ‘Britain has a long history of links to developing countries and the Coalition Government wishes to build on these strong foundations to strengthen our communities and achieve development results.’ However, I have been unable to find any more announcements and it would seem that further ‘work’ on school linking, whatever is meant by that, will not include financial assistance.

**Commonwealth Youth Exchange Council** (CYEC) is another organisation which offers advice and grants to schools involved in North/South partnerships. This is a small independent educational charity although it receives money from the FCO (Foreign and Commonwealth Office). Whereas the British Council grants are for education, curriculum and staff visits, CYEC promotes local to local youth programmes within the commonwealth, of which school partnerships are about one third. The grants they offer typically cover around twenty percent of the total amount of money needed.

**Student Awareness**

There seems to be a dire need for action in British schools. Statistics reported by the DEA in their publication *Our Global Future (DEA, 2008)*, indicate that only 50% of pupils thought it was a good idea for people of different backgrounds to live together (significantly, black and Asian pupils were more positive than white ones); only 19% had discussed world news stories in class; only 42% realised that their actions could have global consequences. However, further research showed that those who did discuss global issues from different points of view were much more likely to feel that they could play a positive role in the world themselves. Among teachers, the report stated that 64% of teachers taught citizenship in some form: significantly fewer teachers in secondary than in primary schools were involved in citizenship lessons but those that were involved were more committed to the importance of the topic.

In 2010, GLEAN (Global Learning Network South West) published a small-scale, in-depth survey in their region of young people and their views (GLEAN, 2010). They found an impressive percentage were aware of such issues as climate change, fair trade and human
rights: 79% discussed these issues at school or college. However, only 37% thought that working with southern countries mattered, indicating that many children are not making the connection between these important issues and their global relevance. It would be good to think that there had been some improvement in attitudes between the two reports, but in truth the second report was too limited to allow such an inference.

The students I have interviewed showed little awareness of the term ‘global citizen’. When questioned, they reported that they had discussed issues like fair trade in citizenship, but they did not understand the term global education or even global citizenship. There is no question, however, from the research that I have carried out, that these visits make a significant impression on the UK students who participate and that some of these partnerships can change the course of their lives, as outlined in the case studies.
Chapter Five: Case Studies

‘First you come to us as missionaries, then you come to us as colonisers, now you come to us as linkers.’ Conference on linking, 2002 (UKOWLA 2010)

Details about the UK schools and their partner schools, such as size and local community, can be found in Appendix A. Unless otherwise stated, all the quotes in this chapter come from interviews with staff and students at the schools visited.

Case Study: Aston Academy and Makunduchi Secondary School

The Link

The Aston-Makunduchi Partnership was the ‘brand leader’ for many years, according to John Errington, who started it in 1990, choosing Makunduchi on a suggestion from the British Council. Andy Hodgson, an Assistant Head Teacher, is now the driving force behind the link at Aston: the tenth UK visit to Zanzibar will be in 2012. Parents are actively involved and the local MP has also been generous. There were earlier attempts to integrate the link into the curriculum but the idea never really took on: however, there has been a carbon footprint comparison with the two schools calculating notional debt.

The school website claims to have ‘a strong and healthy educational partnership’ with Makunduchi, yet this long-standing partnership is hanging by a thread, sustained only by Andy Hodgson’s dedication and commitment: Andy admits that he has no successor to date who could put in the time that he does and fears that the upcoming trip (summer 2012) may be the last.

The Experience: Aston Academy

‘You’ve got to live it to understand it’. Jade

The UK students said things like, ‘It will be the highlight of my life’ and all of them wanted to go back: this was in spite of seeing things they did not like (cruelty to animals for example). (One student, Andy Tomlinson, has been back to Makunduchi many times and has gone on to do work for Read International and to travel and work extensively in Africa.) They take less for granted over here now and feel everyone should be more grateful for what they have. ‘When you think about Africa, you think it’s so poor and when you get out there, it’s
not. They are poor, but it’s nothing like you think.’ They were impressed by the different attitude to life: people work just enough to cover immediate needs and feed their family instead of rushing around. Time and time again in my interviews, the idea of the ‘happy African’ has come up – ‘it’s a cliché but it’s true.’ The Tanzanians made them aware of how materialistic life in the UK is. The Aston students enjoyed the Tanzanian students’ visit immensely and felt that the Tanzanians gained a lot in that they were able to see a different way of life: individuals benefit from the experience and their families benefit from the material goods the students bring back. They also commented that the Zanzibari teachers who had been to the UK taught in a more interactive way. Andy is also not sure if the visit has a long term benefit; a couple of students have gone on to study but many are still in Makunduchi, ‘under the mango tree’.

Andy Hodgson sees huge benefits for the UK students (it opens up their minds to being creatures of this planet, in his words), but he is less sure about the benefits to the Tanzanians. Nevertheless, he says they are in the happy position where Aston feels they are getting more out of the link and Makunduchi thinks they are getting more out of it. He does not believe in dancing on eggshells as he puts it: both sides must say what they feel in a healthy relationship. Whilst the Tanzanians commented on family life, the UK visitors commented on the lack of teacher commitment: ‘we are putting money into the school to help them give these students a good education . . . we’re putting lots and lots in but the teachers weren’t.’ There were hints though, as I have heard elsewhere, that technology might do what classroom teaching does not do: introduce the English language and break down barriers.

The Experience: Makunduchi Secondary School

‘We should know that the benefit is for both parts, therefore, we know that you have benefited, and also they should know that they have benefited.’

Alison Leonard conducted several interviews with staff and students in Makunduchi and I am indebted to her for the use of her transcripts.

The staff members interviewed talked largely of the benefit in terms of the improvement in the learning of the students, the improved exam results and so on. Levels of English were
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seen to be better and staff were grateful for new strategies in teaching both English and other subjects. In Maths, in particular, the head teacher saw the benefits of making the subject more interesting and maths results have improved considerably.

They also saw a benefit to the wider community: practically, the partnership meant people from the community come together in the School Committee and the partnership has spread into other local schools. The head teacher also commented on the changed attitude to women from those who had been to the UK. ‘And even now locally, they know that those women who have their own work are better than those who are just waiting for their husbands and parents.’ He adds that girls’ results at school have also improved and more girls are going on to Sixth Form.

The teachers saw the advantage of learning to adjust to different cultures: ‘people from abroad, they have got different culture . . . therefore we are not annoyed, for other small things that they do.’ There is also an understanding of the need for patience and tolerance to maintain a partnership between two very different cultures over a number of years.

Andy Hodgson feels that the Tanzanian trips to the UK probably do more harm than good and that the students ‘will probably never be fully satisfied with their lives again.’ However, the Zanzibari head teacher sees it in a totally different, more positive light. He talked instead of the importance of the shared experience. There is some insight into the differences in family life and perhaps how Aston students are affected by the trip: ‘I am sure, that when they go back to England they change some of the life experiences, because as they are in the developed countries, maybe they think that they have the right for everything to be done by their parents’. The Tanzanian students, for their part, are inspired to work hard at school to ‘improve their visions’ and be more ambitious. The experience of being in an unattainably wealthy society need not be a negative one: ‘Of course, they do not reach that, but they even find out the starting point . . . then the coming generation will go further’.

The students in the pupil focus group talked about the financial benefits that the partnership has brought – the better buildings, the computers etc., as well as sponsorship for some students and so on. They were aware of the huge wealth divide: one student says,
‘this relationship became I think because of our poverty’. However, the issue of poverty has obviously been tackled in class and discussed, together with ways of getting out of poverty.

They also commented on the benefit of English teachers coming out: they also felt they had learned a lot from the visits, both ways. The students in Zanzibar acquired new skills from the visitors, the students who went to the UK learned about a different culture.

Figure 3: Aston Makunduchi logo from the Aston Academy website

Figures 4 and 5: Makunduchi school and students: photos by Hugh Morrison
Case Study: Buckie High School and Mawenzi Secondary School

‘They learn life lessons you can’t get in the classroom’ Karin Flett

The Link

The link, as usual a personal link, was through a man called Robert Riddle who was working in Moshi at the time. The first exchange visit happened in May 1993, with two Buckie High teachers visiting Mawenzi: the last visit was in 2011 when a Tanzanian group came to Scotland. In Buckie High, a World Action Group committee of around 12 people oversees all the international links: Mawenzi, too, has a strong link committee, headed by Grace Mduma. There will not be an exchange trip this year because fundraising every year is a challenge, but it is hoped they will recommence in 2013. There are technical issues with a weblink with Mawenzi at the moment, but former link co-ordinator Karin Flett feels this must be the way forward.

The Experience – Buckie High School

‘I have a new found appreciation for what I have and what many take for granted.’ Jack

Buckie High students on the whole seem to have been pleasantly surprised by the conditions they encountered in Tanzania and they have come home more aware of the advantages, such as family and education, which they have in Scotland. They see differences between themselves and the Tanzanian students but also a surprising number of similarities and many still keep in touch through Facebook. Hosting the Tanzanian visitors is an important part of the partnership, especially as it gives the students who were not able to travel to Tanzania the opportunity to experience a different culture.

All the Buckie High teachers notice a difference in the students who have been to Tanzania. They become more considerate, more tolerant, more aware of global issues; they also gain confidence and self-esteem and seem far more grown-up, more realistic, less self-absorbed. The Tanzanian students set a good example to them because they are so motivated and take nothing for granted. One Buckie High student has come back wanting to do medicine after what she saw, with a view to doing her work placement in Africa. David Strachan, depute rector, says the trip ‘encourages (the UK students) to question their own values’. He sees the link as crucial in developing global awareness in the school and of delivering ‘real’
examples in such subjects as geography, biology, art, music and home economics and says that the joint projects have taken the partnership beyond being ‘just an exchange programme’. Most of the UK teachers also commented that they too had changed and appreciated their own lives more although David Strachan also says: ‘The partnership has encouraged me to reflect that affluence and happiness do not necessarily have a positive correlation’.

Buckie High teachers note that the Mawenzi teachers are interested in new teaching techniques, although some staff members questioned how easy it would be for the Tanzanians to implement these when they get home. Karin Flett says it is hard to maintain the equality which is so important in a partnership; it is hard to dispel the idea that the UK has the best ideas. It is also difficult for Mawenzi staff to understand how a UK school could have financial problems and they have occasionally been quite demanding. However, in 2011, one of the Tanzanian teachers paid for her own trip to the UK and this gave her some insight into the costs involved with such trips.

Figure 6: Mawenzi link co-ordinator Grace Mduma and head teacher Mama Mshana. Photo by James McNicoll

The Experience – Mawenzi Secondary School

The students and staff who have been to Scotland obviously had a wonderful time both in and out of the class: they visited a lot of places and joined in lessons in various subjects. Joint projects play an important role and the students who went to Scotland were chosen
partly because of their involvement in preparation for that year’s project. Geography (the trade game), history, maths, home economics and music were all mentioned. When students returned to Mawenzi they talked to the other students. They also taught the Buckie High students about their culture, traditional dances, clothes and food and learned about Scottish culture when they were there. The students particularly mentioned enjoying subjects that they do not have in Tanzania – music and dancing for example – and they were very appreciative of the kindness extended to them. Teachers commented that students learn new ways of self-study, they make friends and they are greatly motivated to use English. Learner-centred teaching is gradually being introduced in Tanzania; teachers who have been to Scotland, however, could see it in action and are inspired to use it. They too have gained in confidence and want to try out new ideas.
Case Study: Ellesmere Port Catholic High School and Noonkodin Secondary School

‘This has put fire in my belly’ David Gregson

The Link

The link is a very new one and is still dependent on the dedication of Grosper Mollel, the head teacher in Noonkodin, and David Gregson, assistant head teacher at Ellesmere Port. David initially went out to Tanzania on a family holiday and got talking to his tour leader Gemma Burford, who was closely involved in Noonkodin: when she was asked if she knew of a school for a partnership, she ‘snatched my hand off’. David visited the school and, later, Gemma came to Ellesmere Port for two days during a trip to the UK. That visit was the turning point for the partnership. Since then, two teachers from Noonkodin, including the headmaster, have visited Ellesmere Port and aroused great interest in the school and in the wider community. The first student trip to Tanzania, a party of two teachers and five students, took place in 2011.

Curriculum projects have been developed between the two schools, aided by funding from the British Council. These include an exchange of lifestyle questionnaires; a creative writing project; drama and singing projects and there has been an attempt to make Africa the focus in geography, so that Tanzania can be brought in to the syllabus. Maasai jewellery is brought over and sold as part of the fundraising for the partnership. Ellesmere Port is aiming for International School status, which involves introducing six more projects – these are likely to include science, RE, geography and drama projects.

The junior schools in the area have embraced the partnership with Noonkodin. They have chosen Tanzania for their country to study and three teachers from two of Ellesmere Port’s feeder schools will accompany the head teacher from Ellesmere Port when he goes to Noonkodin this year (2012).

There is great determination on both sides for the partnership to work. There is good knowledge and great enthusiasm among Ellesmere Port staff members about the link, although they sometimes struggle to come up with ideas for joint projects. However, the problem of communication with such an isolated school is a serious one; David’s main
contact is the head teacher, Grosper Mollel, and David fears that, if Grosper should go, the relationship could still founder.

There are other concerns too: Ofsted’s declining interest in global partnerships, reductions in funding and the increasing difficulty in raising money for school trips which will make visits to the UK by Noonkodin students harder to fund. Nevertheless, David hopes to carry on doing what is right for the students for as long as possible, as he feels the partnership has already made a big difference to the school. His aim is to put more emphasis on global issues, starting with a sixth form global conference.

The Experience – Ellesmere Port

In the summer of 2011 science teacher Moya O’Kane and art/PE teacher Kirsty Adkins took five students to Noonkodin. Moya went out to do practical science lessons (which the Noonkodin students still remember, one year on) and is still in touch with Melowi, the young female science teacher at Noonkodin. She enjoyed her time in Noonkodin immensely and has learned that one must never throw anything away!

Kirsty’s experience was somewhat less positive than Moya’s. In retrospect, she feels that perhaps expectations were different on each side: there was some resentment initially from teachers who thought the British teachers were taking over. She also felt they were somewhat distanced (given a separate cook rather than eating all together for example) and that she and the female students were less well treated than the males. However, she would love to go again, with more understanding of how to approach the situation. She also felt we have a lot to learn from them: their life is much simpler, with fewer material things. They are happier and more patient than we are, even though they live from hand to mouth.

I interviewed some students who were expecting to go to Noonkodin in 2012 (unfortunately, none of the students from the 2011 trip were available): they talked about their expectations for the trip – learning about a different way of life, a different culture, and learning to appreciate what they have. They expected the Tanzanians to benefit from learning about UK culture and by improving their English.
The Experience – Noonkodin Secondary School

In Tanzania, I interviewed the head teacher, Grosper Mollel, and a staff member, Yohane Lenga, as well as four students, Josephine, Wilson, Ndini and Mpanda. The staff see the links (this includes their partnership with Luther College in the States) as providing materials and skills. The visiting teachers help with practical lessons, English is improved and the whole community benefits as the visitors experience Maasai culture and perhaps also buy some artefacts. They are interested in the outside view of their culture and are interested in learning about other cultures, UK culture for instance. The sponsorship of students through the school is another benefit from partnership with northern organisations.

The students, too, talked about sponsorship, as well as material goods (books, sports equipment etc.) They remembered with enthusiasm Moya’s practical science lessons and they said that the visit had helped their English which they would need for their further education. I was interested to note, in the light of Kirsty’s experience above, that the two female students rarely said anything directly to me, but tended to whisper to one of the male students, who then repeated the remark aloud. The clothing of the English students was remarked upon, something I have heard repeated in several interviews I conducted in Tanzania.

Figure 7: One of Moya O’Kane’s memorable science lessons. Photo courtesy of Ellesmere Port C. H. School
Case Study: Radley College and Gehandu Secondary School

The Link

The link was the brainchild of my brother Chris Ronaldson, who works at Radley, and myself: Mbulu is a place we remember from our childhood. The suggestion was put forward fortuitously just at the time when Radley was looking for new links and a reconnaissance trip with Mark Jewell in July 2011 proved very successful. A group of 18 boys with three teachers, including Jewell, will be travelling to Tanzania in July 2012, climbing Kilimanjaro and then going on to Mbulu, where they will stay in the Catholic seminary in Mbulu town and travel to Gehandu daily.

Radley College

Of the twenty boys who came to the introductory talk, eighteen signed up to go to Tanzania which is an unusually high percentage. I interviewed four of these boys: they are already seasoned travellers and two of them have been to sub-Saharan Africa before. These students showed a great deal of awareness of their privileged position and stated the desire to push themselves outside their comfort zone and were looking forward to the challenge. One of them said he was bored of the ‘Radley bubble’ and wanted to see ‘the other side of life’; another that he wanted to achieve something and to have something to get fit for.

The word ‘charity’ was used a lot – a desire was expressed to do charity work, to help other people who aren’t as fortunate. A selfish reason, ‘and not why I picked the trip’, is the UCAS form – it is always good to show charity work, especially in a foreign country

When asked what they thought the benefits for the Tanzanians were, the money raised for school projects – buildings, books - was cited. One student also remarked that the Gehandu students, too, will have a ‘bubble’, will not know other cultures, so he hoped this would be a good experience for them. However, there was an understanding that what Radley can do in that regard is limited: ‘a group of teenage boys is not going to solve their major problems’.

They also showed an awareness of what they could learn from the Tanzanians: that they have more than they need and could learn to adapt to owning fewer material goods and to spending money more carefully.
Gehandu Secondary School

It is difficult at this stage to gauge Gehandu’s attitude to the partnership. From the outset, resourcing and helping were mentioned, so the Tanzanian school has been encouraged to think of areas where Radley can help financially. Books have been vetted and appropriate ones will be taken out; fundraising activities will raise money for projects identified by the head teacher, Leokadia Maydi. There is also talk of a joint project for the students to undertake while in Mbulu.

It is not clear how this partnership will develop. At the moment, it is very much on the ‘soft’ side, to use Andreotti’s terminology (Andreotti, 2006); in other words, a UK school helping a Tanzanian school, with the travelling and the ‘giving’ perceived to be one sided. 2012 sees the first trip by Radley students and the success of this trip will determine how the partnership develops from here.

Figures 8 & 9: Gehandu School. Photos by James McNicoll
Case Study: St. Mary’s Roman Catholic High School and Mtapika Secondary School

The Link

This link exists because of Chris Park. After an abortive attempt to set up a link in Singapore, Chris went to a meeting with the Hereford Council Church of England diocese and met Jonathan Rendall, then their Education Development Officer, who suggested to Chris that he contact the school at Mtapika, mainly because of Amina Nachingulu, the head teacher. (Jonathan Rendall has been instrumental in setting up other partnerships too, including Prince Henry’s Academy in Evesham with Dumila Secondary School, near Morogoro). The first UK student visit was in July 2011, comprising sixteen students and two teachers, under the umbrella of World Challenge: Chris very deliberately took a back seat so that other teachers could really buy into the project. This was a 24-day visit, of which about a week was spent at the school in Masasi, the rest being taken up with a trek, safari and so on.

Is the partnership embedded? In Mtapika, the relationship was built on the strength of Amina and could well have faltered initially if she had not been there. Now, however, it is stronger, more teachers are involved, especially Said Maridadi, the deputy head, and neither side is worried that Amina’s three-year study leave will affect the partnership. At St. Mary’s there is a committee of staff involved in the link and, to date, thirteen teachers from St. Mary’s have been to Mtapika School. Teachers, both UK and Tanzanian, and returning students have given assemblies to the school and to church groups so the wider community is aware of the partnership. Even before the UK students went out, there was a general awareness in St. Mary’s that the school had moved beyond its Hereford boundaries. Moreover, St. Mary’s students come from all over Herefordshire, so news of the link is spread widely. The church is important as the diocese has other links to Tanzania. However, the head teacher seems to tolerate rather than actively encourage the link and there is no partnership page on the school website. What is more, the school has been heavily dependent on British Council grants to keep the visits going: the Reciprocal Grant and the Curriculum Grant have both been essential ingredients and these are being phased out by the British Council in 2012.
The Experience: St. Mary’s

One problem for St. Mary’s is the age of the students as it has no sixth form: most of the students who went to Tanzania were 14 or 15. Forms 1 to 4 in Tanzania typically have students from 14 to 20 or even older, so the UK students were the same age as the youngest there. As it is quite a young age to undertake such an expedition, St. Mary’s employed World Challenge to give them an extra safety net, albeit with mixed results.

Although the students obviously enjoyed the visit and expressed an interest to go again, there seemed to be less engagement with the Tanzanians than seems to have been true with older groups from other schools. However, they did specifically mention that they no longer take things for granted in the same way as before and they realise, too, how important education is. Whilst they were out there they noticed that the Tanzanian students did not have school lunches and they came back resolved to raise money for school lunches for the students. They were also somewhat shocked to see an incident of corporal punishment.

The Experience: Mtapika

The UK students did not have much to say regarding the benefit to the Tanzanians apart from the fact that the students there could meet English people and talk to them.

The head and deputy head teachers of Mtapika were more forthcoming, though, when I spoke to them. They saw the exchange of ideas as being very important and saw that both sides can learn from each other. The partnership reaches beyond the schools too, to the primary school, the local churches and so on. They are also concerned, as is everyone in education in Tanzania, about the level of English among their students and are keen to improve the English standards in their school so the link is very important here. The UK teachers felt that it would be a good experience for the Tanzanian students to talk to real English people, ask about their country and realise that we are all not so different after all: however, I did not get this feedback from the students.

They have attended a local British Council workshop on partnerships which they found very useful and where equality is stressed. Nevertheless, the material benefits of the partnership
are important to them: these range from pencils and writing materials to sponsorship for 27 of their students and two of the teachers.

Figure 10: St Mary’s and Mtapika students working together. Photo courtesy of St. Mary’s School
Case Study: Stantonbury Campus Sixth Form with Iringa Girls and Tosamaganga Boys

‘From the visit to Tanzania, I have learnt that life isn’t all about where you get by the end of it; it’s what you do along the way.’ Candice

The Link

Stantonbury has had a link with Tanzania for around forty years, started by Bob Moon in the 1970s “when no one else was doing it”. Tanzania was chosen because it was seen as a stable, socialist country which fitted the Stantonbury ideology. The original link became moribund so the school took advice from the British Council and, approximately sixteen years ago, started the partnership with two schools, one boys’ and one girls’, in or near Iringa. These schools were chosen because they too reflected some of the interests of Stantonbury.

The exchange normally works on a three-year cycle of UK teachers, Tanzanian students and UK students travelling, although it seems unlikely that UK teachers will go to Iringa in 2012.

The Experience - Stantonbury

Hilary Ryan, like every other teacher involved in a partnership, comments on the growth in the UK students over the two years they are involved in the partnership. They have to ‘step up and improve themselves’; be endlessly polite, stand up in front of others, deal with homesickness when in Tanzania and so on. One student commented that she has discovered she is much stronger than she thought she was and that she has good communication skills. One student has returned home quite a different person with a desire to return to Tanzania as soon as she can. The students themselves commented that they are more aware now: they don’t throw away food, they think about what they use and understand that things they had taken for granted, such as hot showers, are a luxury to be appreciated. All the students noticed how strong family ties are and how much happiness this seems to give the Tanzanians; many commented on their determination to spend more time with their own families. They also noted the importance to Tanzanian students of education, and their ‘great determination to succeed.’ something again which UK students take for granted. ‘Here in the UK education should be given much greater respect than it is currently.’ (Lucy) They noted that, although there are some obvious differences, they had
more in common with the Tanzanian students than they expected. They also commented on good and bad aspects of what they saw: the warm welcome and the high levels of maths and science against somewhat sexist behaviour towards women.

Stantonbury asks each returning student to complete a comprehensive feedback form, the results of which are fed into the planning of the next trip. Some of the students’ words speak eloquently about their experience:

‘I don’t think I’ve put in so much effort into one thing before and having this experience will be one memorable aspect of my life in years to come and even now. . . . The teachers in either country . . . made this experience one of a lifetime, from the bottom of my heart I can’t thank you enough.’ Amina

‘I have been through a lot of family tragedy and my life has seemed so hard to me, but there are people I’ve met in Tanzania who have suffered far more than me but still have a more positive outlook on life. Their ability to look forward is something I am taking away with me.’ Sophie.

The Experience: Iringa Girls School

‘We are coming from two different continents, we are coming from two different cultures. So our students and your students learned cultures from one group and another and we shared those cultures. Before that, some of us were thinking that it was not possible, but through the relationship we saw that it is very possible.’ Mama Mchome

 Whilst in Tanzania, I was able to interview the very impressive head teacher of Iringa Girls, Mama Asnath Mchome, and four students, one of whom had been on the exchange. Time constraints did not allow for a visit to Tosamaganga.

Mama Mchome felt that the partnership was very good for the school and the students. Students were keen to be selected and so worked hard at school, academic performance and discipline being the two criteria by which students were chosen. Parents, too, were very enthusiastic and the link is well-known at provincial level too. A school committee deals with the selection of teachers and students and the visitors’ programme. Mama
Mchome comments that the students are very different when they return from the UK. Time management in particular is something that both she and the students mentioned – one returning student managed to change her whole class’s attitude. Mama Mchome also said that returning students are more confident, something that the UK students also noticed about the visiting Tanzanians.

Student-centred teaching is another issue she raises: the country as a whole is gradually moving towards student-centred teaching, but Mama Mchome says that teachers and students who have been to Stantonbury and seen the method in action are much more willing to encourage others to embrace it. One of the impressive things about Mama Mchome is her thoughtful observation and willingness to learn from all quarters. She noted how well-organised Stantonbury was when fundraising and she is determined to try the same in Iringa; she was also keen to learn from other partnerships that we spoke about.
Hilary Ryan feels that the Tanzanian students gain a lot from their trip to the UK. They have quite a lot of misconceptions of Britain (that it is all developed with no rural areas for instance), but they also gain in confidence. The last group of (eight) Tanzanians were wonderful ambassadors for their country too. The UK students were impressed by their ambitiousness – they all wanted to be doctors, engineers and so on – and they also commented on their humility and their gratefulness.

The exchange student interviewed felt that she had learned a lot from her trip: time management and taking care of the environment were two issues that were particularly mentioned and the latter has led to tree-planting and other activities in Iringa. All the students also seemed to enjoy learning and teaching their different cultural aspects such as food and clothes.

Figure 13: School Assembly at Iringa Girls’ School. Photo by James McNicoll
Case Study: William Howard School and Uru Secondary School

‘I learned that in life we always have differences and the differences are due to the efforts of one aiming at implementing anything, maybe like development, and how does it come? Through hard working and interest of the thing: if you are interested in something you will put an effort on it so that you can have what you want. That’s what I learned.’ Happyness

The Link

Like most of the partnerships that I have studied, the link was started through a personal contact; in this case a meeting between Phil Furneaux, a teacher who still works part-time at William Howard, and the Chair of Uru School Governors at an Energy Conference in Cumbria in 1987. The first UK trip to Uru Secondary was in 1989, with a return trip by Uru Secondary students the next year, since when there has been an exchange visit every year bar one. Uru Secondary is by no means the neediest school in the area, which is something of an issue for William Howard. However, the link is now well established and some children from two other local schools are supported by William Howard trust funds. Moreover, the link has spawned other connections: local groups, including churches, and the feeder primary schools are all involved in some way or another with the link. Another Cumbrian secondary school is looking into the possibility of a link with one of Uru Secondary’s neighbouring schools.

Ellen Mothersdale, who is the present co-ordinator of the partnership, is in charge of PD at the school (Personal Development which includes citizenship). She runs the link committee comprising staff, students and a representative of the Brampton Tanzania Trust, which meets regularly to discuss the details of both visits.

All the Cumbrian students interested in going to Tanzania work towards raising money and preparing for the Tanzanian visit for the first year: their efforts are marked by each other on cards held in the school office. Once the Tanzanian students have left, the cards are sorted and the best performers are picked to go to Tanzania the next year. Although the students are, in this way, self-selecting and great emphasis is placed on the importance of the preparation for and entertainment of the Tanzanian visitors, there is inevitably disappointment among those who are not chosen.
The Experience: William Howard

‘I can honestly say that it has been the best experience of my life so far and even the early mornings couldn’t ruin the fun I had.’ Emily

The link has obviously improved from a rather low point a few years ago; the students I interviewed (as well as the staff) are now very enthusiastic about the partnership. What came across most strongly was the learning curve which starts from the moment the students sign up for the trip: they have to fundraise and make financial sacrifices to be on the list, even though some of them will not be picked to go to Tanzania. The group has four residential weekends altogether so the students – and staff – get to know each other well and have all been challenged and tested: the rise in confidence seems to be the factor that both students and staff notice – with great pleasure on both sides.

The Tanzanian visit, part one of the exchange, is also an eye-opener to both sides. UK students noticed that the Tanzanian students are surprised by the more relaxed yet less family-oriented UK households and the smaller families. On the other hand one UK student, Emily, told me she was amazed by the pressure put on the Tanzanian girl that came to her house, who was expected to do as well as her (many) siblings who are all lawyers, bank workers and so on. In Emily’s mind, the Tanzanians have given them so much: “We give them equipment, they give us morals. They show us a totally different culture. . . .We see the value of things much more.” Emily now sits and eats with her family and talks to her mother much more. She is optimistic about her future but now feels that she will be able
to overcome any difficulties she may encounter with confidence: “There are always options – it’s never the end of the road.” Another student commented that we have much to learn from the Tanzanians, that money is not necessary for happiness for instance. She and some friends want to go back, perhaps to do work experience as doctors, midwives and so on.

The Experience – Uru Secondary School

The headmaster was not available for interview on the day we spent at Uru Secondary but I was able to speak to the link committee made up of members of staff who had all been to Brampton, followed by an interview with and a tour from four students who were all in Brampton in June/July 2011.

![Image](https://example.com/image.png)

Figure 15: Khadija, Happiness, Hussein and Baracka. Photo by James McNicoll

The link committee’s main task is to whittle down to ten (five boys and five girls, accompanied by two teachers, one male and one female) the eighty or so applicants for the trip to Brampton. Mansweth Mauki, the main co-ordinator of the partnership, believes that some things (in the UK) are good to copy and some not. ‘In the UK the question of girlfriend and boyfriend is there from young age . . . . here we don’t encourage that. We do tell them, when you are there, please observe the culture. Those things that are good, please copy them and bring them here and practise them but . . . !’
On the positive side, they see that the students can explore each other’s cultures and that friendships are formed. They comment that UK students notice good aspects, such as the fact that most of the food eaten is fresh from the farm, not bought, and they also get the opportunity to visit some of Tanzania’s spectacular national parks.

The Uru Secondary students come from reasonably wealthy backgrounds and are very privileged teenagers by Tanzanian standards. I have no way of knowing how confident they were before their trip to the UK; nevertheless, four very confident, well-spoken Tanzanians spoke to me about their trip. Their experience was memorable: like Tanzanian students elsewhere, they particularly enjoyed participating in subjects which are not on the Tanzanian curriculum, such as drama, music and cooking. Their English has improved a great deal. They were also very aware of the differences in learning styles: British students use computers all the time for their work, in Tanzania, studying is more laborious and time-consuming.
Do Students Benefit from North/South School Partnerships?

Case Study: Cranbrook School and Acklam Grange School

I have included these two schools as a contrast to the two-way partnerships of the other schools. Neither of these schools attempts to bring students back to the UK though both have hosted Tanzanian adults.

Acklam Grange: The Link

In 2004 Peter Swan, the driving force behind the trips, set out to give some students the experience of a safari, but was so horrified by the state of some of the schools he saw that he decided that the trip had to benefit the host countries as well as the Acklam Grange students. He takes students out every two years and they visit Kibera slum in Nairobi as well as several schools in Tanzania. The trip is known throughout the school and some students said that it had been their dream to be picked for the trip from the day they joined the school.

The Experience

The students I spoke to at Acklam Grange were among the most inspired that I have come across. Much of this is down to the personality of the leader, Peter Swan, but something about the trip seems to move the students intensely. Stephanie Crandon, who went as a student and then again in 2011 as a student helper, has been quite changed, by her own admission, by the trips. She sees life in a different way and seems to be quite evangelical about it. If a friend says, ‘I’m starving’ she says, ‘You don’t know what starving means’, and she questions what her friends spend their money on. It has affected friendships, but in a good way she says. She feels she has been changed by the trip and so has her family who note, with pride, the changes. Other students also talked about the huge impact on their lives, whether or not it could be said to be ‘life-changing’; certainly all mention appreciating what they have – family life, running water, education. They do not take things for granted any more. Most students admitted that they get more out of the trip than the Tanzanians, who go back to their old lives once the English students have gone. The longer-lasting effect, though, is that some UK students are inspired to sponsor a Tanzanian through their secondary education. Pre-trip parents told me with quiet pride that their children had already changed in the lead-up to the trip and were more thoughtful about the world.
Do Students Benefit from North/South School Partnerships?

The Starfish Story, quoted by one of the students in their final diary write-up: ‘A man was walking along the beach at twilight. He noticed an old woman on the seashore picking something up from the beach and throwing it into the sea. When he realised that she was throwing starfish, which had washed up on shore, back into the sea he said, ‘What are you doing? There are thousands of starfish along the beach! You can’t possibly make a difference!’ The old woman just smiled, picked up another starfish and threw it into the sea before saying: ‘I made a difference to that one!’

Figure 16: Acklam Grange students at Kipok Girls’ School. Photo courtesy of Acklam Grange School

Cranbrook: The Link

Cranbrook School’s link with three FDCs (Folk Development Colleges) in the Tabora region was established in 1984 by Rod Smith, a teacher at the school. It works on a two-year cycle: one year approximately 50 students from Cranbrook go out to the Tabora region; the next year two Tanzanian officials or teachers come to England. The Cranbrook students work on tasks that the Tabora region officials have requested, such as painting schools or village clinics. They also take out equipment for specific, identified projects.
Do Students Benefit from North/South School Partnerships?

The Experience

Students from Cranbrook who went out to Tabora in 2011 all seemed to enjoy their experience, though they reported some frustration at not being able to undertake the tasks they were expecting to do. In spite of this, one student has revised his choice of career because of his experience: from wanting to do electrical engineering he now wants to do a more practical engineering course. Another student’s choice of career, nursing, was confirmed by the hospital visits she did in Tanzania and moreover, she hopes to be able to go back and do a work placement there. A former student, Ciara, said the same thing: ‘I think that the trip really changed my perceptions and what I take for granted just because I was born English. The trip also confirmed my decision that I wanted to do medicine . . . . I’d love to go back out to Tanzania and feel like I’m being really helpful.’ However, she feels that the English students get more out of the exchange than the Tanzanians; it would be more equitable if Tanzanian students came to England. She is not sure of the real benefit of the work they did there (‘a bunch of students doing a bad paint job’), but she, and students from the 2011 cohort too, all said that they felt sure the children really appreciated their visit. ‘My prevailing memories of Tanzania all tend to involve us driving into a school or a village to a swarm of children waiting for us smiling and shouting.’

Figure 17: A Cranbrook student gives a gift of a bicycle to a nurse. Photo courtesy of Cranbrook School
Do Students Benefit from North/South School Partnerships?

Figure 18: Map of location of schools in this research
Chapter Six: Conclusion

‘Let us share who we are before we share what we have.’ Sithembiso Nyoni, Zimbabwe

I set out to try and discover what benefits, if any, students derived from school partnerships. I expected to find many benefits, especially among UK students and I was not disappointed here: indeed, the depth and the strength of the experience were remarkable. I also explored whether there were any negative effects of school partnerships. The students who had been on exchange visit derived the most benefits: however, I also looked at indirect benefits which pertain mainly to students who have not been on an exchange visit and to the school in general. Direct benefits of partnerships as reported in tape-recorded interviews, are summarised in Table One whilst Table Two shows the equivalent data for indirect benefits.

Direct Benefits

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<tr>
<th>To Tanzanian students</th>
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<th>To UK students</th>
<th>UK schools reporting this benefit</th>
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<td>breaking down stereotypes/prejudice</td>
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<td>learning from negatives</td>
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<td>positive influence of returnees on other students</td>
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<tr>
<td>Sponsorship</td>
<td>sponsorship of students - fees paid</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sponsorship of students - travel to UK</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Friendship,Fun &amp;Tourism</td>
<td></td>
<td>2</td>
<td>Friendship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>fun &amp; tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Direct Benefits of Partnerships
Culture: I believe this benefit was mentioned in relation to every partnership and on both sides. Exposure to another culture; learning from each other about dances, food, lifestyle is seen as extremely valuable and preconceived ideas about English urban density and ‘starving Africans’ are dispelled. This is especially true of students who have travelled to the partner school’s country. Often students are surprised at how much they have in common with teenagers from another part of the world, the same teenage concerns, interest in the same music and so on. This leads to improved mutual understanding, especially noticeable where UK students have hosted Tanzanian students. Broadening horizons is mentioned often by teachers as an important aim for the partnership: this certainly appears to have been achieved in most cases. A further benefit for Tanzanian students that was particularly mentioned by the head teacher at Makunduchi Secondary was the improvement in the attitude to women – ‘Women, who have their own work, are better than those who are just waiting for their husbands and parents.’

Students from both countries disliked certain aspects of the host country’s culture: Tanzanians commented on the way UK students dressed and how they behaved towards the opposite sex; how poorly old people are treated; how materialistic the UK is. UK students were shocked by instances of corporal punishment, mistreatment of animals and one UK teacher felt female members of their visiting party were less well treated than the males. However, the Tanzanian teachers talked to their students about differences and recommended adopting only the positive aspects – not everything British is good to copy. UK students seemed to accept that this is the way things were done in Tanzania and the UK teacher (above) was keen to go back to Tanzania again with a different approach to the situation. The issue of teacher absenteeism in Makunduchi is an interesting point however: UK students and staff were angry that so much money was being poured into the Zanzibari school and yet teachers were late for classes or absent altogether. Situations such as this put a strain on the relationship but strong partnerships find a way to resolve problems together. On the whole, I felt that students learned from these experiences to be more tolerant of other cultures and also to question their own behaviour.

Personal Development: the benefits I have grouped under this heading are more diverse and the differences between the UK and Tanzanian students are greater.
In Tanzania, both students and their teachers mentioned the increase in self-confidence among students who have travelled to the UK, an increase in determination to do well and higher aspirations. Tanzanian students are generally selected for the trip for two reasons, academic prowess and good behaviour, so students work on improving both their academic work and their behaviour in order to be chosen. ‘If you are interested in something you will put an effort on it so that you can have what you want’ (Happyness, student Uru Secondary). A surprising benefit that was mentioned by Iringa students and staff was time management: one student was so impressed by the UK students’ time management techniques that, once back in Tanzania, she persuaded her whole class to adopt them.

Self-confidence features among the benefits for UK students too and was mentioned by both students and teachers: ‘I find that the change in the girls and their increased confidence over the years I have been doing the link is one of the most interesting developments of the link!’ said Ellen Mothersdale (Mothersdale) of William Howard and Hilary Ryan of Stantonbury says that she saw the students grow over the two years (‘They have to step up and improve themselves’). They have to set themselves fundraising goals and commit themselves to usually two years of hard work, sometimes at considerable sacrifice to themselves. They learn to work as a team, they learn social and organisational skills. At Radley, where boys are preparing for the first trip, the students I interviewed talked about challenging themselves, getting out of the ‘Radley bubble’, having something to aim for.

I believe the difference in degree of benefit, particularly in the area of Personal Development, may well derive from the fact that all UK students are involved in fundraising; indeed many have to fundraise for two years, for their own trip and for the Tanzanians who come to visit them. The level of work and commitment that this involves seems to bring out the best in them and give them a sense of purpose which they find immensely rewarding. (‘I don’t think I’ve put in so much effort into one thing before and having this experience will be one memorable aspect of my life in years to come’ (Stantonbury). One of the features of High Momentum Partnerships (see Dr. Edge, 2009 and 2011) is reciprocal visits: in schools such as William Howard and Aston Academy, the Tanzanian visit is just as important to the students as their visit to Tanzania. It must be said, however, that the students at Acklam
Grange, where no reciprocal visits occur, are also inspired. I believe this is due to the leadership of Peter Swan (leadership is another key factor in High Momentum Partnerships) and the fact that the trip is well embedded in the school. Nevertheless, I also believe that the students derive an even greater benefit if they can also host Tanzanian students and learn from their stay in the UK.

Some UK students altered or completely changed their vocational choice after their Tanzanian visit. A student at Cranbrook, for instance, has changed from a highly theoretical to a much more practical engineering degree; a student at Buckie High has decided to apply for medicine, hoping to do her work placement in Africa. Others have had their choice of career confirmed by their experience and one UK student mentioned that the trip would be helpful for his UCAS form, though he assured me this was not why he wanted to go. In fact, almost every UK student that I spoke to considered their trip to Tanzania to be life-changing.

**Not taking things for granted:** Over and over again, I heard the expression ‘life-changing’ from UK students in relation to their visit to Tanzania. Many seem to have come back with a totally different view of the world and their place in it, even how they should behave. Some students gained this too from the Tanzanians’ visit to their school. The main aspects of this were:

- **family** – they saw how important family was to the Tanzanians and resolved to do more with and for their families in future. Emily from Cumbria sits and eats with her family now.

- **resources** – they understood the value of basic commodities like water and food. A hot shower is no longer taken for granted; if a friend says ‘I’m starving’, returning students have been known to tell them that they do not know what the word ‘starving’ really means. At Uru Secondary, the teachers there commented that the UK students learned the value of food, as the Tanzanian students’ families grow almost all the food they eat. Popping down to the supermarket was not an option.

**School-related benefits:** the report by NFER (National Foundation for Educational Research *Global School Partnerships Programme: Impact Evaluation Report 2011*) talks of a
‘significant’ impact on the awareness of students about global issues in participating schools and ‘a greater understanding of our mutual interdependence’. I perceived considerable benefits for students in relation to their school work. Outstandingly, Tanzanian students benefited from their exposure to English, a huge advantage for them considering secondary classes are conducted, in theory anyway, in English. Classes taught by English teachers and exposure to different learning styles were greatly appreciated. Tanzanian students also greatly enjoyed exposure to subjects that they do not study at home: amongst others they mentioned music, foreign languages and drama. For UK students, the Tanzanian link provides useful material for aspects of the citizenship curriculum.

Joint projects were also perceived as beneficial on both sides: working with the partner school threw a different light on many subjects and brought them alive. On both sides, there is an increased awareness of global issues; the environment was particularly mentioned by Uru Secondary. Talks and assemblies by visitors from the partner school and returning students were important for the continuing health of the partnership, a great experience for the returning student and inspiring for other students at the school.

Sponsorship: Some Tanzanian students are sponsored through their secondary education, which is not free in Tanzania, and the cost of the students’ trip to the UK is paid for by the UK school.

Friendship, Fun and Tourism:

Friendship: with the advent of mobile phones, Facebook and the (albeit slow) spread of internet access in Tanzania, the possibility of staying in touch with someone from the partner school is becoming much easier: this can only improve with time. Some students still keep in touch this way or by texting. In the UK, friendships formed during the two years or so of preparation for visits seem to be strong and enduring.

Fun: what emerges from interviews is the sheer pleasure that these students derive from their experience: there are the usual drawbacks of cold showers (UK students) and cold weather (Tanzanian students), but these seem if anything to enhance rather than spoil the
trip. ‘I can honestly say that it has been the best experience of my life so far and even the early mornings couldn’t ruin the fun I had’ (student William Howard)

**Tourism:** A few of the wealthier UK students, at Radley for instance, have travelled extensively, but for many UK students, this was a unique opportunity to travel and to a part of the world which has spectacular national parks and wildlife. In my experience, many if not most Tanzanians never leave their country, so for them the chance to travel abroad is a great benefit for students and staff on the exchange; they also greatly appreciate the excursions that are organised for them, whether it is to a fun park or a distillery.

**Indirect Benefits**

<table>
<thead>
<tr>
<th>To Tanzanian schools &amp; communities</th>
<th>Tanzanian schools reporting this benefit</th>
<th>To UK schools &amp; communities</th>
<th>UK schools reporting this benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>School</td>
<td>School</td>
<td>School</td>
</tr>
<tr>
<td>Kudos</td>
<td>4</td>
<td>Kudos</td>
<td>9</td>
</tr>
<tr>
<td>Resources</td>
<td>materials, facilities</td>
<td></td>
<td>International School status</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Community</td>
<td>involvement of other schools</td>
<td>Community</td>
<td>involvement of other schools</td>
</tr>
<tr>
<td>Support for community</td>
<td>3</td>
<td>4</td>
<td>community awareness</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Teachers</td>
<td>travel and learning new teaching tech</td>
<td>Teachers</td>
<td>travel and learning new teaching techniques</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Table 2: Indirect Benefits of Partnerships

**School status:** On both sides of the partnership, kudos for the school was a benefit. In a Tanzanian private school like Uru Secondary, the link was a draw for prospective parents in a competitive market; in a British private school like Radley, community links help to dispel the accusation that the privileged are not giving enough back to the underprivileged. The possibility of International School status is also a draw; William Howard already has the International School Award and Ellesmere Port is working hard on joint projects with Noonkodin which will lead to Ellesmere Port being awarded International School status.

**Resources:** Most Tanzanian schools receive material benefits from their partnership too: these range from books to stationery to buildings or facilities. Computers are always high on the wish list, although frequently with disappointing results due to viruses and power surges.
Community involvement/awareness: The wider communities in both countries are involved to a greater or lesser extent in all these partnerships. At the very least, UK parents become involved in supporting the fundraising and, where a link is well-established, local students bag-packing at the supermarket is a familiar sight – and an annual reminder of the link. Visiting students go to local primary schools, so that younger schoolchildren become aware of the link: this often leads to the primary schools setting up their own links and these are highly motivating for young students. Other local secondary schools can be drawn in to set up their own links: a teacher from Queen Katherine School in Kendal, Cumbria, has travelled out to Tanzania to visit a new school near Uru Secondary, with a view to possibly setting up their own partnership. Communities can benefit in other ways too: for instance the Maasai communities near Noonkodin are visited by the Ellesmere Port students who may want to purchase their goods and Maasai jewellery is also sold on their behalf in Ellesmere Port. In this way, the opportunity to broaden minds (in several cases the reason why the link was started, especially in predominantly white communities), is spread beyond the school gates to all those who come in contact with the visiting Tanzanian students and their teachers.

Teachers: The benefits for teachers can be immense: they have the chance to travel and they have the chance to teach in another country and to learn new teaching techniques. Their horizons, too, are broadened and their teaching enhanced and these bring benefits to the students. Although outside the scope of this research, that teacher exchanges are often cited as having the greatest impact of all.

Potential Negative Effects of Partnerships
I looked to see if there were negative effects of partnerships, accepting nevertheless that I would be unlikely to hear these voiced by many people, especially in Tanzania.

Oxfam lists potential pitfalls for partnerships (*Building Successful Partnerships* 2007): they can:

- close minds instead of opening them
- reinforce stereotypes
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- cultivate feelings of superiority
- focus on differences instead of common humanity
- fail to examine global issues of inequality and injustice
- promote pity and sympathy instead of empathy

I found no evidence of minds being closed, of feelings of superiority, or of stereotypes being reinforced. Stereotypes in fact are generally broken down. Television images of poverty are dispelled: ‘When you think about Africa, you think it’s so poor and when you get out there, it’s not. They are poor, but it’s nothing like you think’ (Aston student), although several UK students also found the cliché of the ‘happy African’ to be true. There is a misconception in Tanzania that the UK is all concrete and visiting students were amazed by the sight of green fields. Equally, the idea of the UK school being endlessly rich was dispelled in one case where a Tanzanian teacher paid for her own trip to the UK; this helped her to understand the costs involved. There is an assumption that fundraising has to be done in the UK, but Mama Mchome in Iringa, having seen how her partner school organises fundraising, is looking at ways of doing the same in Iringa.

I found many students being pleasantly surprised by the similarities rather than the differences between them and a greater awareness of global issues (see above), although there was no evidence of UK students progressing to the consideration of the root causes of poverty and how colonial history might have contributed to them.

Pity and sympathy are certainly in much more evidence with asymmetrical partnerships where there is no reciprocal visit by Tanzanians. Inspired and changed as the returning students are, they have no opportunity to really get to know any Tanzanian students and experience their ‘common humanity’. Kate Brown, in a research article for Citized (2006) on three UK/South African partnerships, comes to the same conclusion. UK students perceived the poverty of the southern school above all else and their response was to fundraise. ‘Their perception of poverty and ways it might be tackled did not include any understanding of the international or historical causes of inequality, the nature or impact of globalisation, or the link between local and global issues.’ This ties in with the view expressed by Leonard
and Andreotti (see literature review) that the UK Government’s attitude to school partnerships engenders a feeling of superiority, our mission being to help others less well off than ourselves. Our life, in other words, must be something to which southern countries aspire. This seems to me to be the biggest difference between reciprocal and non-reciprocal partnerships.

**Leadership and sustainability:** I saw evidence of one partnership where the UK leadership was problematic for a while. The experience for the UK students during this period was not particularly good; the UK student I interviewed did not feel they gained much insight into the Tanzanian way of life and there seemed to be more incidents of Tanzanians asking for money or gifts, which made friendships awkward. He still has friends from the group he went out with, but the Tanzanian trip did not ‘have a profound effect on my outlook on the world’. Nevertheless, whilst all other examples of leadership that I have come across have been of dedicated teachers on both sides of the partnership, this example highlights the dangers of too much dependence on one person. Many links are started through personal contact; many are maintained by one strong individual (sometimes the same person). If this person should ‘fall under a bus’ the link would die, causing great disappointment to those in the schools who wish to participate. As one contact put it to me, ‘They depend heavily on a willing Head teacher and teachers who have the vision for this. So when the teachers/Heads leave, the link goes into sleeping mode!’ (Morgan)

**Anecdotal:** ‘They will see what they can never have’. This was a view that was expressed to me by several people, particularly those whose visits are not reciprocal. One UK teacher involved in a reciprocal arrangement felt that Tanzanian students who had been to the UK would never be able to settle back into their old life: it must be said that his counterpart in Tanzania saw this quite differently. I saw no evidence of this either, but rather students who seem to have been inspired to aim higher: I accept that it is the brightest and most dedicated students who are chosen but aiming for selection is part of their learning process.
Recommendations - Beneficial Partnerships:

Dr. Edge’s High Momentum Partnerships are characterised by communication, leadership, international exchange visits, mutual and shared collaborative work, goals and objectives. In my research into the benefits for students, the need for good communication and good leadership was certainly important for the maintenance of a good partnership which would benefit the students. Joint projects were hard to integrate into general school life, especially with teachers who had not participated in the exchange visits but I found evidence that these projects were very beneficial to students who took part in them: in particular, Tanzanian students were introduced, through these projects, to subjects that they do not normally study in Tanzania, such as music and drama (see in particular Mawenzi Secondary). The strongest element with regard to the direct benefit to students is the international exchange visits; these need to be reciprocal as students learn as much by hosting as they do by visiting the partner school. A one-way visit can be inspiring and life-changing, but deeper understanding comes from working towards and participating in a two-way exchange.

Figure 19: Photo courtesy of William Howard School
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## Appendix A: School Data

<table>
<thead>
<tr>
<th>UK school</th>
<th>Size</th>
<th>Main coordinator</th>
<th>Community</th>
<th>Stated partnership aim</th>
<th>OFSTED, ISA etc</th>
<th>School website?</th>
<th>NGO/Trust?</th>
<th>Partner school</th>
<th>Size/ no. of classes</th>
<th>Other information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acklam Grange School</td>
<td>1400 students</td>
<td>Peter Swan - founder and coordinator</td>
<td>Deputy Head Teacher</td>
<td>Approx 1/4 from ethnic minorities. Middlesbrough known to be one of the most deprived areas in the country and many students from deprived backgrounds.</td>
<td>Recently rebuilt state school.</td>
<td>Project under Community link</td>
<td>Meserani Project - started by Peter Swan to support certain schools in Meserani region of northern Tanzania.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aston Academy</td>
<td>1800 students</td>
<td>Founder John Errington</td>
<td>Leader Andy Hodgson</td>
<td>Deputy Head Teacher</td>
<td>Fairly insular South Yorkshire community</td>
<td>A long term commitment with full community involvement, small scale sustainability appropriate technology empowerment, gender equality and equal opportunities, good governance, reciprocity.</td>
<td>OFSTED report 2010/2011: Larger than average school, nearly all students of White British heritage. Gone from good to outstanding. Outstanding leadership, high expectations, students' contribution to school and wider community outstanding. Organise many charity events both in the local community and to fund an exchange visit to a school in Africa</td>
<td>Link under extra-curricular</td>
<td>Makunduchi Secondary School, Zanzibar</td>
<td>417 students in southern corner of Zanzibar in town of about 7000 inhabitants.</td>
</tr>
<tr>
<td>Buckie High School</td>
<td>850 students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cranbrook School</td>
<td>720 students</td>
<td>Rod Smith</td>
<td>Co-educational state grammar school with boarding facilities</td>
<td>Links with France and China as well as Tanzania. Africa Week every year where Africa is integrated into every possible subject. Returning students give assemblies. Aim: to increase the level of international education within the curriculum to challenge perceptions and to broaden horizons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

### CASE STUDY SCHOOL DATA

- **UK school**: Acklam Grange School
- **Size**: 1400 students
- **Main coordinator**: Peter Swan - founder and coordinator
- **Community**: Deputy Head Teacher
- **Stated partnership aim**: Originally to provide once-in-a-lifetime safari experience but now aim to also benefit Tanzanian students and families. Wants to inspire students and their families to become involved in long-term support
- **OFSTED, ISA etc**: Recently rebuilt state school.
- **School website?**: Project under Community link
- **NGO/Trust?**: Meserani Project - started by Peter Swan to support certain schools in Meserani region of northern Tanzania.
- **Partner school**: N/A

- **UK school**: Aston Academy
- **Size**: 1800 students
- **Main coordinator**: Founder John Errington | Leader Andy Hodgson | Deputy Head Teacher
- **Community**: Fairly insular South Yorkshire community
- **Stated partnership aim**: A long term commitment with full community involvement, small scale sustainability appropriate technology empowerment, gender equality and equal opportunities, good governance, reciprocity.
- **OFSTED, ISA etc**: OFSTED report 2010/2011: Larger than average school, nearly all students of White British heritage. Gone from good to outstanding. Outstanding leadership, high expectations, students' contribution to school and wider community outstanding. Organise many charity events both in the local community and to fund an exchange visit to a school in Africa
- **School website?**: Link under extra-curricular
- **NGO/Trust?**: Makunduchi Secondary School, Zanzibar
- **Partner school**: 417 students in southern corner of Zanzibar in town of about 7000 inhabitants.
- **Size/ no. of classes**: Forms 1 to 4 only but sixth form (5 and 6) planned

- **UK school**: Buckie High School
- **Size**: 850 students
- **Main coordinator**: | | Deputy Head Teacher
- **Community**: Small insular community of around 9000
- **Stated partnership aim**: Links with France and China as well as Tanzania. Africa Week every year where Africa is integrated into every possible subject. Returning students give assemblies. Aim: to increase the level of international education within the curriculum to challenge perceptions and to broaden horizons.
- **OFSTED, ISA etc**: | | Link prominent on home page
- **School website?**: | | Mawenzi Secondary
- **NGO/Trust?**: 1400 students, including sixth form
- **Partner school**: Forms 1 to 4 either morning or afternoon sessions. Forms 5 to 6 boarding so all day

- **UK school**: Cranbrook School
- **Size**: 720 students
- **Main coordinator**: Rod Smith
- **Community**: Co-educational state grammar school with boarding facilities
- **Stated partnership aim**: To educate students about developing world problems and involve students in the spending of their charity donation.
- **OFSTED, ISA etc**: | | Brief mention under Extra-Curricular Trips Tours and Exchanges
- **School website?**: | | FUM (Friends of Urambo and Mwanhala); active in Tabora region for nearly 50 years. Crucial to sustainability of link
- **NGO/Trust?**: | | N/A
- **Partner school**: N/A

- **UK school**: Ellesmere Port Catholic High School
- **Size**: 1054 students
- **Main coordinator**: David Gregson
- **Community**: Tight-knit inward-looking community
- **Stated partnership aim**: Broaden horizons of EP students. Partnership has 2-year plan.
- **OFSTED, ISA etc**: Satisfactory OFSTED report November 2011. Aiming for International School Award
- **School website?**: Photos appear on
- **NGO/Trust?**: Serian UK (started 2005 with aim to promote sustainable education in Tanzania) supports Noonkodin: David Gregson is a trustee.
- **Partner school**: Noonkodin Secondary
- **Size/ no. of classes**: 200 students. Forms 1 to 4 only. Around half of students sponsored. Very remote.
- **Other information**: "The majority of students Maasai. Class on indigenous knowledge. Special programme for FGM victims"
<table>
<thead>
<tr>
<th>UK school</th>
<th>Size</th>
<th>Main co-ordinator</th>
<th>Community</th>
<th>Stated partnership aim</th>
<th>OFSTED, ISA etc</th>
<th>School website?</th>
<th>NGO/Trust?</th>
<th>Partner school</th>
<th>Size/ no. of classes</th>
<th>Other information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radley College</td>
<td>680 students, boys only</td>
<td>Mark Jewell</td>
<td>Independent boarding school so boys from all over the country.</td>
<td>Desire to 'develop a relationship with a school in a part of the world with some severe resourcing needs where we might be able to help'. Boys need to be challenged and exposed to cultural differences.</td>
<td>Mention under Community Partnerships link - 'Radley College is establishing a partnership with Gehandu School in Mbulu, Tanzania which will involve 6th form visits in the future'. First trip July 2012 - no talk as yet of reciprocal visits.</td>
<td>N/A</td>
<td></td>
<td>Gehandu Secondary School, near Mbulu, northern Tanzania</td>
<td>872 students, Forms 1 to 4 only</td>
<td>Built 2002, strong head Leokadia and enthusiastic staff but no science teacher at time of writing.</td>
</tr>
<tr>
<td>Stantonbury Campus</td>
<td>approx 2,500</td>
<td>Hilary Ryan for last three years. New co-ordinator to be appointed</td>
<td>Very mixed</td>
<td>To make the partnership as equal as possible and to get away from the 'we're here to help you' model. Broaden students' horizons as well as helping them to develop themselves.</td>
<td>Deemed 'outstanding' in its 2009 Ofsted report - 'The campus's contribution to community cohesion is excellent, with many outstanding activities and events both in the campus community itself and in the wider community. The campus' links with other countries and cultures are very strong.</td>
<td>N/A</td>
<td></td>
<td>Iringa Girls Secondary and Tosamanganga Boys.</td>
<td>Iringa Girls approx 1,000 students Forms 1 to 6</td>
<td>In last national Form 2 exams, Iringa Girls came 30th out of 4,000. 75% of Form 6 students go on to university.</td>
</tr>
<tr>
<td>St. Mary’s Roman Catholic High School</td>
<td>700 - approx 80% Catholics Ages 11-16 only</td>
<td>Chris Park</td>
<td>Serves as school for Catholics for whole of Herefordshire</td>
<td>Partnership Agreement states aims as: to share similarities and difference in teaching and learning styles, cultures and social beliefs and to develop learning opportunities through joint curriculum work.</td>
<td>We have been designated a high performing specialist school and our most recent OFSTED report rated us as outstanding'.</td>
<td>N/A</td>
<td></td>
<td>Mtapika Secondary in Masasi, small town in the dry south of Tanzania, close to Mozambique border.</td>
<td>Approx 468 students, Forms 1 to 4</td>
<td>Strong head teacher Amina at present back at university. Ambitious for school, wants sixth Form</td>
</tr>
<tr>
<td>William Howard, Academy since 2011</td>
<td>1550 students</td>
<td>Ellen Mothersdale</td>
<td>Largely middle-class white community. Very little racial diversity</td>
<td>Aim: to help break down human prejudice; to promote and foster mutual understanding and better co-operation between our two nations; to increase awareness of world issues.</td>
<td>OFSTED 2011 report: overall good with outstanding student achievement. 'The school and students do not tolerate any discrimination'. International School Award</td>
<td></td>
<td>Brampton Tanzania Trust, supports local projects and students in other local schools and has helped establish links for 2 other schools in the area.</td>
<td>Uru Secondary, on the slopes of Kilimanjaro</td>
<td>Private Catholic secondary school, approx 400 students</td>
<td>Half students are local, but half from all over Tanzania.</td>
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## Data Acquisition

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<td>Acklam Grange</td>
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<td>Interview</td>
<td>Staff</td>
<td>Peter Swan, Assistant Head Teacher; Lisa Connor, Drama teacher</td>
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<td>07/07/12</td>
<td>Interview</td>
<td>Parents</td>
<td>Mandy, Barry, Kath, Babs, John, Stephen, Alisa, Edith (Parents of Laliesha, James, Adella, Rebecca, Lauren, Sophie, Lorna)</td>
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<td>Interview</td>
<td>Ex-student and student helper</td>
<td>Stephanie Crandon</td>
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<td>Students</td>
<td>Laliesha, James, Heather, Chloe, Lauren, Joe, Tom, Lorna, Sophie, Adella</td>
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<td></td>
<td>01/11/11</td>
<td>Post-trip questionnaire</td>
<td>Students</td>
<td>Heather Grant, James Small</td>
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<td>Aston Academy</td>
<td>23/06/11</td>
<td>Interview</td>
<td>Staff</td>
<td>Andy Hodgson, Assistant Head Teacher and Lindsey Burgin, teacher</td>
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<td>24/05/11</td>
<td>Interview</td>
<td>Ex-student and student teacher at Makunduchi</td>
<td>Andy Tomlinson</td>
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<td>Makunduchi</td>
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<td>Skype interview</td>
<td>PhD student</td>
<td>Alison Leonard</td>
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<td>09/03/12</td>
<td>Telephone interview</td>
<td>Former link co-ordinator</td>
<td>Karin Flett</td>
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<td></td>
<td>08/03/12</td>
<td>Questionnaire</td>
<td>Staff</td>
<td>Lindsay Knight, Jean Reid, Janice Simpson, Jane Stewart, David Strachan Depute (sic) Rector, Moira Taylor</td>
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<td>Students</td>
<td>Craig Bowie, Eden Brown, Liam Forrest, Jack Fowler, Rebecca Reid</td>
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<td>Mawenzi Secondary</td>
<td>01/02/12</td>
<td>Interview</td>
<td>Staff</td>
<td>Grace Mduma, committee co-ordinator, Marcia Mshana Head teacher and committee members Suleiman, Lena, Angela and Charity</td>
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<tr>
<td></td>
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<td>Student</td>
<td>Suzanne, Christina, Stanford, Pascal, Kelvin, Fadya, Mohamed, Niamina.</td>
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<td>Cranbrook School</td>
<td>17/06/11</td>
<td>Interview</td>
<td>Staff</td>
<td>Rod Smith, formerly Deputy Head in charge of Sixth Form; Ryan Macdonald, Biology teacher</td>
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<td>30/09/11</td>
<td>Follow-up interview</td>
<td>Staff</td>
<td>Jo Taylor, Biology teacher and Head of Student Support, Alistair Hamilton, Physics teacher</td>
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<td>28/10/11</td>
<td>Telephone interview</td>
<td>Ex-student</td>
<td>Jack Wyatt</td>
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<td>22/06/11</td>
<td>Questionnaire</td>
<td>Ex-student</td>
<td>Ciara Walker</td>
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### DATA ACQUISITION

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<td>David Gregson, Assistant Head Teacher; Moya O’Kane, Science teacher; Kirsty Adkins, Art/PE teacher</td>
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<td>Noonkodin Secondary</td>
<td>03/01/11</td>
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<td>Staff</td>
<td>Grosper Mollel, Head teacher and Kephas Ndiamasi, Maasai Culture</td>
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<td>31/01/12</td>
<td>Interview</td>
<td>Staff</td>
<td>Janine Fitzgerald</td>
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<td>Student</td>
<td>Josephine, Wilson, Ndini, Mpanda</td>
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<td>Radley College</td>
<td>05/01/12</td>
<td>Interview</td>
<td>Staff</td>
<td>Mark Jewel, Head of Community Partnerships</td>
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<td>18/01/12</td>
<td>Interview</td>
<td>Students</td>
<td>Will, Gus, Jack, Alex</td>
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<td></td>
<td>05/12/10</td>
<td>Telephone interview</td>
<td>Business Manager</td>
<td>Nick Higgins</td>
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<td>Interview</td>
<td>Link co-ordinator</td>
<td>Hilary Ryan</td>
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<td>09/11/11</td>
<td>Follow-up interview</td>
<td>Link co-ordinator</td>
<td>Hilary Ryan, link co-ordinator</td>
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<td></td>
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<td>Student</td>
<td>Charlotte, Candice, Lucy</td>
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<td>15/11/11</td>
<td>Feedback forms</td>
<td>Student</td>
<td>Amina Begum, Candice Thomas-Lloyd, Lucy Thompson, Sophie Halford</td>
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<td>Iringa Girls Secondary</td>
<td>06/02/12</td>
<td>Interview</td>
<td>Head teacher</td>
<td>Mama Michome, Head Teacher</td>
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<td>Student</td>
<td>Trifa, Neema, Lulu, Marietta</td>
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<td>St. Mary’s Roman Catholic High School</td>
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<td>Interview</td>
<td>Link co-ordinator</td>
<td>Christopher Park, Assistant Head teacher</td>
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<td>Follow-up interview</td>
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<td>Christopher Park; Sarah Stanbridge, Teacher</td>
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<td>Students, post-trip</td>
<td>Amy, Alison, Tom, Callum, Georgia, Beth</td>
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<tr>
<td>Mtapika Secondary</td>
<td>29/06/11</td>
<td>Interview</td>
<td>Staff</td>
<td>Amina Nachingulu, Head teacher; Said Maridadi, Deputy Head teacher</td>
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<tr>
<td>William Howard</td>
<td>19/10/11</td>
<td>Interview</td>
<td>Staff</td>
<td>Ellen Mothersdale, Link co-ordinator; Fiona Kirton, Admin Secretary; Liz Wannop, teacher</td>
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<td>15/11/11</td>
<td>E-mail communication</td>
<td>Ex-student</td>
<td>Jake Hatt</td>
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<td>02/02/12</td>
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<td>Secretary</td>
<td>Judy Rimmer</td>
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<td>Uru Secondary</td>
<td>02/02/12</td>
<td>Interview</td>
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<td>Mansweth Mauki, link co-ordinator, Jovita, Febronia, Henry, Emmanuel</td>
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<td>Student</td>
<td>Khadija, Happyness, Hussein, Baracka</td>
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### Do Students Benefit from North/South School Partnerships?

#### DATA ACQUISITION

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<tr>
<th>Source</th>
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<td>Diocese of Hereford</td>
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<td>Telephone interview</td>
<td>Tanzania link co-ordinator</td>
<td>Walter Gould</td>
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<td>Challoners Girls High School</td>
<td>25/11/11</td>
<td>Interview</td>
<td>Link Co-ordinator</td>
<td>Phillipa Madams</td>
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<td>Kutoa trust</td>
<td>27/11/10</td>
<td>Telephone interview</td>
<td>Trustee</td>
<td>Ruth Edwards-Mlangwa</td>
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<td>St Bedes, Redhill</td>
<td>27/11/10</td>
<td>Telephone interview</td>
<td>Head of geography</td>
<td>David Gibbons</td>
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<td>Eton College</td>
<td>03/12/2010, 01/04/2011</td>
<td>Interview</td>
<td>Senior Tutor, Eton College; head teacher for 3 years at Mvumi Secondary</td>
<td>John Clark</td>
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<td>Nottingham University (Working in Tandam)</td>
<td>06/12/10</td>
<td>Telephone interview</td>
<td>Former student</td>
<td>Gemma Nicholas</td>
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<td>DFID, Dar es Salaam, Tanzania</td>
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<td>Telephone interview</td>
<td>Education and Social Sector Advisor,</td>
<td>Tanya Zebroff</td>
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<td>Peers School, Oxford</td>
<td>06/12/10</td>
<td>Meeting</td>
<td>Former Head Teacher</td>
<td>Bernard Clarke</td>
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<td>District Commission, Mbulu</td>
<td>21/01/11</td>
<td>Meeting</td>
<td>District Commissioner</td>
<td>Anatory Choya</td>
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<td>Secondary Education, Mbulu District</td>
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<td>Meeting</td>
<td>Assistant Director</td>
<td>Ludovic Longino</td>
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<td>Morogoro Teacher Training College, Tanzania</td>
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<td>UK representative</td>
<td>Dr. Elizabeth Taylor</td>
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<td>Oxford Brookes University</td>
<td>13/04/2011 and 09/02/2012</td>
<td>Interview</td>
<td>Teacher trainers</td>
<td>David and Jan Townend</td>
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<td>University of Exeter</td>
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<td>British Tanzania Society meeting</td>
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<td>co-ordinator of a now defunct partnership with Tanzania</td>
<td>Clare Claxton</td>
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<td>International Development Advisor</td>
<td>Nick Pink</td>
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<td>Director</td>
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# Data Acquisition

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<td>Telephone interview</td>
<td>Director</td>
<td>Angie Cook</td>
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<td>African Initiatives</td>
<td>21/06/11</td>
<td>Interviews</td>
<td>Val Bishop and Christine Whinney</td>
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<td>Rotherham Youth Service</td>
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<td>Interview</td>
<td>Youth co-ordinator</td>
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<td>Zanigapper Programme</td>
<td>30/06/11</td>
<td>Telephone interview</td>
<td>Student teacher at Makunduchi</td>
<td>Michael Haggard</td>
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<td>Mvurei Secondary Tanzania</td>
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<td>Interview</td>
<td>Bursar</td>
<td>Ned Kemp</td>
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<td>BILD Tanzania</td>
<td>15/07/11</td>
<td>Visit</td>
<td>Lead mentor</td>
<td>Samweli Mpenzu</td>
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<td>Former head teacher</td>
<td>Bob Moon</td>
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<td>04/08/11</td>
<td>Interview</td>
<td>PhD student</td>
<td>Jeremy Cunningham</td>
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<td>Global Thinking</td>
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<td>Interview</td>
<td>Consultant</td>
<td>Sam Bennett</td>
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<td>Telephone interview</td>
<td>Schools Improvement Advisor</td>
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<td>Telephone interview</td>
<td>Chief Executive</td>
<td>Vic Craggs, OBE</td>
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<td>Kipok School, Meserani District</td>
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<td>Dr. Douglas Bourn</td>
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<td>British Council</td>
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Do Students Benefit from North/South School Partnerships?